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ABSTRACT

These learning resource units are based on the philosophy and goals for early childhood education which have been established for the school district of Pittsburgh. They are intended to assist teachers in planning for preschool children's educational experience. Activities in the learning resource units should be selected in response to children's needs, interests, and abilities, and teachers should not feel limited to the themes and activities presented in this document. The units are divided into expressive arts and thematic units. The expressive arts include visual arts, music and movement, creative writing, and literature. It is intended that the expressive arts be woven by the teacher into each of the thematic units. The themes provide a holistic approach for the learner and a way to organize learning based on children's interests. Themes include "all about me," community helpers, transportation, farms, animals, buildings, colors, shapes, and seasons. Each of the learning resource units specifies: (1) suggested time to be spent on the theme; (2) learning objectives; (3) goals of quality education; (4) career competencies; (5) major areas of study; (6) learning activities; (7) materials and resources; (8) expected achievement; (9) student outcome statements; and (10) procedures for evaluation. Appendices include a compilation of fingerplays, rhymes, and songs; a list of more than 200 children's books, organized by theme; and philosophical statements about early childhood education by the school district of Pittsburgh, Pennsylvania. (BC)

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LEARNING RESOURCE UNITS FOR YOUNG CHILDREN

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A CURRICULUM FOR PRESCHOOL CHILDREN

PS 020276

EARLY CHILDHOOD EDUCATION IN PENNSYLVANIA
PENNSYLVANIA DEPARTMENT OF EDUCATION 1991

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Learning Resource Units For Young Children

A Curriculum for Preschool Children

Compiled by
Dr. Karen S. McIntyre, Director
Division of Early Childhood
Pittsburgh Public Schools
in Cooperation with the
Pennsylvania Department of Education

Commonwealth of Pennsylvania
Robert P. Casey, Governor

Department of Education
Donald M. Carroll, Jr., Secretary

Office of Basic Education
Joseph F. Bard, Commissioner

Bureau of Community and Student Services
Gary W. Ledebur, Director

Division of Early Childhood and Family Education
Randall Bauer, Chief

Early Childhood and Family Education Personnel
Maureen Ambrose
Leslie Peters
Jessie Sanders

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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LEARNING RESOURCE UNITS
FOR YOUNG CHILDREN

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The **Learning Resource Units** are the result of the collaboration, commitment, and caring by teachers and administrators who put theory into practice in the daily experiences of young children. The following educators developed the resource material contained in this document:

Sally A. Rifugiato, Writing Team Leader
Pittsburgh Public Schools
Brookline Elementary Teacher Center

Barbara S. Auel, Head Start Teacher
Pittsburgh Public Schools
Lemington Elementary School

Marcia L. Bartus, Teacher
Pittsburgh Public Schools
Brookline Elementary Teacher Center

Callie Buzard, Preschool Teacher
Point Park Children's School
Pittsburgh, Pennsylvania

Virginia L. Cochrane, Preschool Teacher
Pittsburgh Public Schools
Philip Murray Elementary School

Claudia Geisler, Preschool Teacher
Arsenal Family and Children's Center
Pittsburgh, Pennsylvania

Melinda F. Gigliotti, Teacher
Pittsburgh Public Schools
Liberty Elementary School

Judith Heastings, Teacher
Pittsburgh Public Schools
McKelvy Elementary School

Patricia A. Illig, Preschool Teacher
Pittsburgh Public Schools
Martin Luther King Elementary School

Kathleen Keller, Preschool Teacher
Shady Lane School
Pittsburgh, Pennsylvania

Martha G. King, Teacher
Pittsburgh Public Schools
Dilworth Traditional Academy

Mary E. Moses, Education Assistant
Preschool Development Programs, Inc.
Pittsburgh, Pennsylvania

Ellen Neches, Preschool Teacher
Shady Lane School
Pittsburgh, Pennsylvania

Norma Parker, Head Start Teacher
Preschool Development Programs, Inc.
Pittsburgh, Pennsylvania

Georgeann Rettberg, Teacher
Pittsburgh Public Schools
Chartiers Elementary School

Sharon K. Schurman, Teacher
Pittsburgh Public Schools
Philip Murray Elementary School

Judy T. Smizik, Teacher
Pittsburgh Public Schools
Belmar Elementary School

Lucy B. Ware, Teacher
Pittsburgh Public Schools
Chartiers Elementary School

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Carol Barone, Early Childhood Assistant
Pittsburgh Public Schools

Dr. Jerlean Daniel, Director
Child Development Center, University of Pittsburgh

Linda Ehrlich, Assistant Director
Bidwell Education, Music, and Recreation Center

Rhonda Harrison, Head Start Education Coordinator
Pittsburgh Public Schools

Patricia Severance, Supervisor
Division of Reading and Literature, Pittsburgh Public Schools

Dr. Jerome Taylor, Professor/Director
Right Start Program, University of Pittsburgh

Ethel Tittnich, Child Development Specialist
Louise Child Care Program

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Rosemary Coffey, Editor

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Sandra Heckler, Typist

Elizabeth Moore, Typist

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INTRODUCTION

Learning Resource Units have been developed for preschool age children (ages 3-5). They are based on a philosophy and goals for early childhood education which have been established for the School District of Pittsburgh. This philosophy provides guidance for making decisions about the approach, themes, and activities represented in these units.

The curriculum for young children frames their total experience during the day. This experience includes the daily schedule, routines, interactions, and environment, as well as the specific activities and resources. These **Learning Resource Units** are intended to assist the teacher in planning for the child's experience. When using the **Learning Resource Units**, it is important to remember that activities should be selected in response to the needs, interests, and abilities of the children. Teachers should not feel limited by the themes or activities presented in this document; they are, rather, a sampling of approaches which might pique children's interest, motivate their investigation, or encourage discussion. Teachers should add activities which are initiated by the children or take advantage of the learning opportunities of a spontaneous event. Similarly, there is no required order or duration for presenting these units. Teachers should make their own decisions regarding which unit to present and how many days to allocate for it, based on the needs and interests of the children in their group. This document provides recommended periods of time as a guide only. Because this document was written to be used in school districts, it follows the conventions of planned courses of study. As such, it has been written with full recognition of the Goals of Quality Education (GQE) and Student Outcome Statements (SOS) as established by the Pennsylvania Department of Education.

Each unit specifies:

1. **Suggested Time:** This provides guidance for the teaching team as to approximately how much time could be spent on the theme over a consecutive period of days. Several units indicate that the theme should be "integrated throughout the year." This means that the resources and activities within this unit should be seen as part of a child's ongoing experience and be made available several times in the course of the year.

2. **Learning Objectives:** These are student performance statements appropriate for children ages 3-5 which can be matched with individual student strengths and needs. Learning objectives can be used in Individualized Education Plans (IEP) and program goals for individual children.

3. **Goals of Quality Education:** These are selected from the Twelve Goals of Quality Education specified by the Pennsylvania Department of Education, namely: communication skills, mathematics, self-esteem, analytical thinking, understanding others, citizenship, arts and the humanities, science and technology, work, family living, health, and environment. (Appendix C)

4. **Career Competencies:** These are selected from a proposed list of Youth Career/Life Skill Competencies and appear in each planned course of study. Their purpose is to ensure that over a child's years in school he/she will develop those competencies most identified with successful career experiences. (Appendix C)

5. **Major Areas of Study:** These indicate the specific areas in which children are expected to acquire understandings as a result of the learning experiences provided in the unit.

6. **Learning Activities:** These include a wide range of activities which may be introduced to the large group, in small groups, or through individual or personalized experiences. In planning the experiences related to the theme, it is important to choose from each of these activity categories. There should be a balance of whole group, small group, and individual activities throughout the child's day. Opportunity should be given for the child to initiate activities and to make choices. Teachers should not feel limited to the activities within a unit.

7. **Materials and Resources**: A suggested set of materials to support the activities specified is included. Substitutions can be made according to availability.

8. **Expected Levels of Achievement**: These refer to outcomes which can be anticipated as a result of the learning experience. Teachers are to monitor the individual child's success with each experience and plan support for areas of difficulty which the child may manifest.

9. **Student Outcome Statements (SOS):** These are identical to the Goals of Quality Education listed above. It is anticipated that children will be supported in developing these goals through the activities specified in the unit and the interactions which result.

10. **Procedures for Evaluation:** Monitoring the child's progress is an ongoing process throughout the year. Teacher observation, use of small group experiences, and personalized activities are among the most frequently used procedures for monitoring the individual child's development. This information should be used in planning subsequent experiences for the child.

The Child-Centered Curriculum

Since children learn by doing, a child-centered curriculum provides concrete experiences and encourages the child to initiate activities and make decisions in planning and implementing these activities. The child is offered real choices by the teacher and the teacher accepts the child's choices. The environment must meet the needs of all learners, and each child should have exposure to experiences at his/her level that are both easy and challenging. Children require the opportunity to repeat activities so that they can explore all aspects of an activity as well as gain skills through interaction with the material.

In a child-centered curriculum children are actively involved. The greatest percentage of the day is spent in child-initiated activities. Large and small group instruction is kept to a minimum and always provides for active participation by the child.

Why Thematic Units?

Themes provide a holistic approach for the young learner. All areas of the curriculum are united in the theme. This pattern achieves many of the objectives and provides a variety of learning experiences and opportunities. The choice of themes reflects the developmental interests of children.

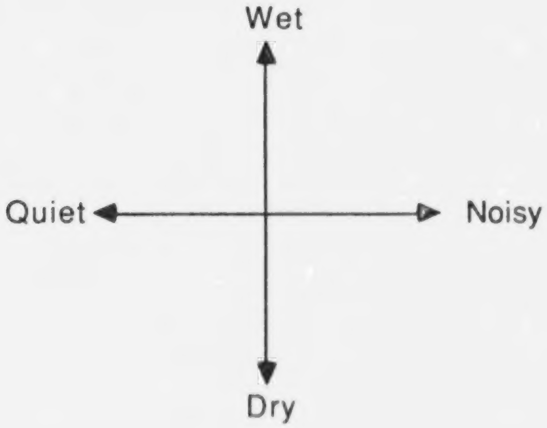
Themes also provide a way to organize learning based on the children's interests. Teaching thematically, moreover, helps children organize their own environment, thoughts, experiences, and observations into a coherent whole. A thematic approach further enables the teacher to take advantage of the teachable moment and relate it to the theme. For example, if the children were studying winter and snow began to fall, the teacher would allow the children to observe the snow at the window or go outside and feel the snow. That would make the theme more meaningful and stimulate interest in many other connected activities.

The Indoor Environment

The Early Childhood classroom environment should promote the child's growth in confidence and independence. Tools and materials are within the child's reach. An array of interesting materials encourages the child to initiate activities and have meaningful interactions with the materials, other children, and adults.

Room Arrangement

Drawing a plan before moving furniture allows the teacher to consider the possibilities and problems inherent in the room. One diagram that is helpful separates areas into wet, dry, quiet, and noisy.



Centers then would be arranged accordingly. Another consideration is what areas should be included and how they should be placed. Houses and Blocks, for example, are two contiguous areas that could be next to each other. Teachers should consider how areas are to be defined. Low shelves, pegboard dividers, or low screens can be used to divide areas and still allow supervision. Most areas should be partially enclosed and include tables and chairs or carpets, and shelving for materials.

A large or small group meeting area can be created by using space in another activity area – Blocks or Music, for instance. Attention should be paid to the traffic patterns of nearby areas, in order to allow for easy movement from one area to another.

Each center in the room provides opportunities for children to explore and learn.

Housekeeping

Having the children participate in housekeeping functions has the following benefits:

- It encourages language development.

- It encourages the development and use of symbols.
- It allows children to work out problems and try out new roles.
- It promotes cooperative play, altruism, and empathy.

Basic Equipment

- Toy stove, refrigerator, sink
  Boxes and baskets for clothes
- Clothes, hats, shoes
- Dolls
  Play pots, pans, cups, plates
- food

Enrichment

- Post office: stamps, envelopes, bag
- Grocery store: cash register, money, bags, food, boxes

Blocks

Having the children play with blocks has the following benefits:

- Math skills: classifying, measuring, weighing, estimating, ordering
- Hand to eye coordination, fine motor and gross motor skills
- Symbol manipulation
- Language explanation

Basic Equipment

- Large and small blocks
- Vehicles
- Animals
- People

Enrichment

- Hoses
- Hats
- Blanket
- Paper and pens
- Steering wheel
- Pipes
- Boxes
- Carpet

Sand/Water

Having the children play with sand and water provides the following benefits:

- Sensory development
- Volumetric conceptualization
- Language exploration

- Comparing skills
- Ordering skills

Basic Materials

- Containers for sand or water
- Variety of sizes of containers
- Shovels, scoopers
- Small people or animals
- Sieves

Enrichment

- Sand/water wheel
- Funnels
- Different sized buckets
- Pipes
- Village houses, trees, etc.
- Water
  - Baster
  - Sponges
  - Sink and floats
  - Corks
  - Boats
  - Soap
  - Food coloring

Small Manipulatives

Working with small manipulatives leads to the following benefits:

- Fine motor coordination
- Language development
- Counting
- Perceptual development

Basic Materials

- Beads
- Pegs
- Small cubes
- Puzzles

Enrichment

- Duplos
- Legos
- Rig a Jigs
- Octons
- Snap togethers
- Bristle blocks
- Dressing frames
- Memory game
- Teddy Bear Bingo
- Counters

Art Table

Working with art materials leads to the following benefits:

- Creative expression
- Language development
- Exploration of colors, shapes

Basic Materials

- Crayons
- Paper
- Markers
- Paste
- Scissors

Enrichment

- Textures for collage
- Paint
- Playdough
- Clay
- Rolling pin
- Cookie cutters
- Tape
- Glue
- Chalk
- Pastels
- Water colors

Additional Centers

Easel
Listening
Science
Bookmaking
Woodwork
Library (Language Arts)
Puzzles
Puppets (Theater)

Outdoor Space

Daily outdoor play is very important for young children. It promotes physical, social, emotional, and cognitive development. When planning an outdoor environment, include climbing frames, wheel toys, and sand and water. If equipment is lacking, use balance beams, cardboard boxes, truck tires, drawing with chalk, paint, water on cement. Bubbles, balls, blocks, crepe paper, etc. can be used.

The Role of the Teacher

A teacher of small children plays many roles. The main ones are as follows:

1. Guiding and facilitating

2. Preparing the environment (choosing materials)
3. Encouraging involvement, assessing level of difficulty, modifying activity to suit child
4. Acting as a positive model for discipline
5. Encouraging appropriate behavior
6. Making learning meaningful; stimulating and challenging children
7. Making sure all experience success
8. Modeling use of center and materials
9. Interacting positively, using language, encouraging children to use language well
10. Supporting parent/child relationships by reporting child's progress; encouraging parents to report to teacher on progress of child; helping parents to extend learning at home; being available for questions; respecting cultural and individual diversity; engaging in problem solving as needed
11. Using a variety of teaching methods

The **Learning Resource Units** are divided into two major sections: The Expressive Arts and Thematic Units. The Expressive Arts have been separated in this manner to provide the user of this document with background and suggested activities prior to use of the Thematic Units. It is intended that the Expressive Arts be woven by the teacher into each of the Thematic Units. **An integrated, meaningful, relevant experience for the young child is the primary purpose of this curriculum.**

Finally, the **Learning Resource Units** are presented as an unbound document. This presentation underscores the importance of decision making at the classroom level. Units should be arranged according to the needs and interests of the children. Additional units may be developed and added over time. Helpful resources can also be added. The document can be personalized to include samples of children's writing or pictures of projects developed. Activities initiated by children might be noted as well.

The experiences of young children should be based on the knowledge of what is appropriate and developmentally sound. They should recognize both the learner's potential and his/her limits, providing activities which are neither too easy nor too difficult. These experiences should involve the child in an active and relevant way.

The comprehensive program for young children also considers ways to support and extend the child's experiences at home and in the community. Family involvement and community networking for supportive services are not reflected in these **Learning Resource Units**. They should, however, be planned at the local level to maximize the experiences of the child and support his/her growth and development.

COURSE MATERIALS

Fingerplays, Rhymes, Poems

Cromwell, Liz. *Finger Frolics.* Livonia, MI: Partner Press, 1983.

Ferris, Helen. *Favorite Poems Old and New.* Garden City, NY: Doubleday & Co., Inc., 1957.

Frank, J., ed. *Poems to Read to the Very Young.* New York: Random House, Inc., 1961.

Frank, J., ed. *More Poems to Read to the Very Young.* New York: Random House, Inc., 1968.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper.* New York: Doubleday & Co., Inc., 1972.

Graham, Terry Lynne. *Fingerplays & Rhymes for Always and Sometimes.* Atlanta, GA: Humanics, Ltd., 1984.

Grayson, Marion. *Let's Do Fingerplays.* Washington, DC: Robert B. Luce, Inc., 1962.

Scott, Louise Binder. *Rhymes for Learning Times.* Minneapolis, MN: T. S. Denison & Co., Inc., 1983.

Sharon, Lois and Bram. *Mother Goose.* Boston: Atlantic Monthly Press, 1985.

Stevenson, Robert Louis. *A Child's Garden of Verses.* New York: Simon & Schuster, Inc., 1957.

Wirth, Marian et al. *Musical Games, Fingerplays, and Rhythmic Activities for Early Childhood.* Englewood Cliffs, NJ: Parker Publishing Co., Inc., 1983.

Music

Gaye, Mary and Imogene Hilyard. *Making Music Your Own.* Morristown, NJ: Silver Burdett Company, 1966.

Glazer, Tom. *Do Your Ears Hang Low?* Garden City, NY: Doubleday & Co., Inc., 1980.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper.* Garden City, NY: Doubleday & Co., Inc., 1972.

Aronoff, Frances W. *Move with the Music: Songs and Activities for Young Children* (A teacher preparation workbook including keyboard explorations). New York: Turning Wheel Press, 1982.

Cherry, Clare. *Creative Movement for the Developing Child* (A nursery school handbook for non-musicians). Belmont, CA: David S. Lake Publishers, 1971.

Hart, Jane. *Singing Bee.* New York: Lothrop, Lee & Shepard Books, 1982.

Joyce, Mary. *First Steps in Teaching Creative Dance to Children.* Mountain View, CA: Mayfield Publishing Co., 1980.

McCall, Adeline. *This is Music for Kindergarten and Nursery School.* Boston, MA: Allyn & Bacon, Inc., 1966.

MacCarteney, Laura Pendleton. *Songs for the Nursery School.* Cincinnati, OH: The Willis Music Co., n.d.

Metropolitan Museum of Art Staff. *Go In and Out the Window: An Illustrated Songbook for Young People.* New York: Henry Holt & Co., 1987.

Nelson, Esther L. *Silly Song Book.* New York: Sterling Publishing Co., Inc., 1981.

Nelson, Esther L. *Singing and Dancing Games for the Very Young.* New York: Sterling Publishing Co., Inc., 1985.

Palmer, Hap. *The Hap Palmer Songbook, Learning Basic Skills Through Music, Vols. I, II, and Vocabulary.* Freeport, NY: Educational Activities, Inc., 1971.

The Raffi Singable Songbook. New York: Crown Publishers, Inc., 1980.

The 2nd Raffi Songbook. New York: Crown Publishers, Inc., 1986.

Seeger, Ruth Crawford. *American Folk Songs for Children.* Garden City, NY: Doubleday & Co., Inc., 1980.

Shotwell, Rita. *Rhythm & Movement Activities for Early Childhood.* Sherman Oaks, CA: Alfred Publishing Co., Inc., 1984.

Warren, Jean. *More Piggyback Songs.* Bothell, WA: Warren Publishing House, Inc., 1984.

Wax, Edith and Sydell Roth. *Move with a Song*. Roslyn Heights, NY: Mostly Movement, Ltd., 1980.

Winn, Marie. *The Fireside Book of Children's Songs*. New York: Simon & Schuster, Inc., 1966.

Children's Books

Adelson, Leone. *All Ready for Summer*. New York: David McKay Co., Inc., 1955.

Allington, Richard L. *Shapes*. Milwaukee, WI: Raintree Publishers, Inc., 1979.

Barton, Byron. *Airport*. New York: Thomas Y. Crowell Co., 1982.

Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin Co., 1960.

Carle, Eric. *A Very Hungry Caterpillar*. New York: The Putnam Publishing Group, 1961.

Cohen, Miriam. *The New Teacher*. New York: Macmillan Publishing Co., Inc., 1974.

Crews, Donald. *Freight Train*. New York: Greenwillow Books, 1978.

Crews, Donald. *School Bus*. New York: Greenwillow Books, 1984.

Galdone, Paul. *The Three Little Pigs*. New York: The Seabury Press, 1970.

Gramatky, Hardie. *Little Toot*. New York: The Putnam Publishing Group, 1939.

Hale, Adelaide. *Colors Are Nice*. Racine, WI: Western Publishing Co., Inc., 1981.

Hayes, Sarah. *Eat Up, Gemma*. New York: Lothrop, Lee & Shepard Books, Inc., 1988.

Hoban, Tana. *Circles, Triangles, and Squares*. New York: Greenwillow Books, 1986.

Johnson, Crockett. *Harold and the Purple Crayon*. New York: Harper & Row Publishers, Inc., 1955.

Kalan, Robert. *Blue Sea*. New York: Greenwillow Books, 1979.

Keats, Ezra. *Pet Show*. New York: Macmillan Publishing Co., Inc., 1972.

Lionni, Leo. *The Biggest House in the World*. New York: Alfred A. Knopf, Inc., 1987.

Lionni, Leo. *Swimmy*. New York: Pantheon Books, 1963.

McCloskey, Robert. *Blueberries for Sal*. New York: Macmillan Publishing Co., Inc., 1971.

Martin, Bill and Eric Carle. *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt & Co., 1983.

Pope, Billy N. *Let's Build a House*. Dallas, TX: Taylor Publishing Co., 1971.

Rogers, Fred. *Going to the Doctor*. New York: G. P. Putnam's Sons, 1986.

Rogers, Fred. *Going to the Hospital*. New York: G. P. Putnam's Sons, 1988.

Seuss, Dr. *Green Eggs & Ham*. New York: Vanguard Press, Inc., 1960.

Slobodkina, Esphyr. *Caps for Sale*. New York: William P. Scott, 1947.

Steig, William. *Doctor DeSoto*. New York: Straus and Giroux, 1982.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum Publishers, 1972.

Watson, Jane Werner. *The Very Best Home for Me*. Racine, WI: Western Publishing Co., Inc., 1981.

Zemach, Margot. *The Little Red Hen*. New York: Ruffin Picture Books, 1987.

Additional Resource Books

Borba, Michele and Craig. *Self-Esteem: A Classroom Affair*. Minneapolis, MN: Winston Press, Inc., 1978.

Bos, Bev. *Don't Move the Muffin Tins*. Roseville, CA: Turn-the-Page Press, Inc., 1978.

Brashera, Deya et al. *Circle Time Activities for Young Children.* Orinda, CA: Circle Time Publishing, 1988.

Coletta, Anthony. *Year Round Activities for Three Year Old Children.* West Nyack, NY: The Center for Applied Research in Education, Inc., 1986.

Commins, Elaine. *Early Childhood Activities.* Atlanta, GA: Humanics, Ltd., 1982.

Fisher, Timothy. *Huts, Hovels and Houses.* New York: Addison-Wesley Publishing Co., Inc., 1977.

Flemming, Bonnie Mack et al. *Resources for Creative Teaching in Early Childhood Education.* New York: Harcourt Brace Jovanovich, Inc., 1977.

Hayes, Martha et al. *Building on Books.* Bridgeport, CT: First Teacher Press, Inc., 1987.

Hayes, Martha A. and Kathy Faggella. *Think It Through.* Bridgeport, CT: First Teacher Press, Inc., 1986.

Hirsch, Elizabeth S. *The Block Book.* Washington, DC: National Association for the Education of Young Children, 1984.

Hohmann, Mary et al. *Young Children in Action.* Ypsilanti, MI: High/Scope Press, 1979.

mphrey, Henry. *The Farm.* New York: Doubleday & Co., Inc., 1978.

arnes, Merle B. *Early Childhood Resource Book.* Tucson, AZ: Communication Skill Builders, Inc., 1985.

McCoy, Elin. *Secret Spaces, Imaginary Places.* New York: Macmillan Publishing Co., Inc., 1986.

MacDonald, Sharon. *We Learn All About Community Helpers.* Belmont, CA: Fearon Teacher Aids, 1988.

Magos, Eunice M. and Esther. *Indoor Trips That Teach.* Laguna Miguel, CA: The Monkey Sisters, Inc., 1988.

Marston, Hope Irvin. *Machines on the Farm.* New York: Dodd, Mead & Co., 1982.

Neuman, Susan B. and Renee P. Panoff. *Exploring Feelings.* Atlanta, GA: Humanics, Ltd., 1983.

Proverson, Alice and Martin. *The Year at Maple Hill Farm.* Atheneum, NY: Jonathan Cape Books, 1978.

Strangle, Jean. *Magic Mixtures.* Belmont, CA: Fearon Teacher Aids, 1986.

Taylor, Barbara J. *When I Do, I Learn.* Provo, UT: Brigham Young University Press, 1974.

Trencher, Barbara. *Child's Play* (An activities and materials handbook). Atlanta, GA: Humanics, Ltd., 1976.

Warren, Jean. *1-2-3 Colors* (An activity book for introducing colors to young children). Bothwell, WA: Warren Publishing House, Inc., 1988.

Wilmes, Liz and Dick. *Everyday Circle Times.* Elgin, IL: Building Blocks, 1982.

Cassette Tapes and L.P. Records

Early Learning Materials
Norcross, GA 30092

- *Walk Like the Animals*

Educational Activities, Inc.
Box 392
Freeport, NY 11520

- *Movin'*
- *Getting to Know Myself* (Hap Palmer)
- *Learning Basic Skills Through Music, Vol. I, Vol. II, Vocabulary* (Hap Palmer)
- *Easy Does It* (Hap Palmer)

Scholastic Records
Englewood Cliffs, NJ

- *Activity Songs for Kids*

Small World Enterprises, Inc.
Pittsburgh, PA

- *Everything Grows Together* (Fred Rogers)
- *You Are Special* (Fred Rogers)
- *Won't You Be My Neighbor?* (Fred Rogers)

Musical Productions for Children
717 N. Meadowcroft Ave.
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- *Peanut Heaven* (Frank Capelli)

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6043 Yonge Street
Willowdale, Ontario, Canada

- *A House for Me* (Fred Penner)

Macmillan Sing and Learn Program
Macmillan Publishing Co., Inc.
New York, NY

- *Animals*
- *Following Directions*
- *A Healthy Body*
- *Quiet Times*
- *Social Skills*

Melody House Publishing Co.
819 NW 92nd Street
Oklahoma City, OK 73114

- *Color Me a Rainbow*
- *Preschool Fitness*
- *Rhythm and Rhyme Activities for Early Childhood*

Films

BFA Educational Media
468 Park Avenue South
New York: NY 10016

- Bird in the City: A First Film
- Birds: How they Live, Where they Live
- Community: People Share a Place
- Evan's Corner

Basic Concept Program
Early Learning Module
Clearvue, Inc.
6666 N. Oliphant Street
Chicago, IL 60631

- Basic Shapes

Churchill Films
662 North Robertson Blvd.
Los Angeles, CA 90069-5089

- Animal Homes
- Cow
- Fall Brings Changes

Coronet Film & Video
108 Wilmot Road
Deerfield, IL 60115

- Alexander Has a Good Day
- Animals and Their Homes
- Autumn Comes to the City
- Communities Keep Clean
- Farm Animals in Rhyme
- Farmyard Babies
- Insects and Their Homes
- Ladybug, Ladybug, Winter Is Coming
- Milk and Milk Foods
- Twelve Months

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY

- Seasons

Encyclopedia Britannica Corporation
425 N. Michigan Avenue
Chicago, IL 60611

- Farm Animals
- Farm Community
- Farm Family in Autumn
- Farm Family in Spring
- Farm Family in Summer
- Farm Family in Winter
- The House That Wasn't There
- Hospital
- Milk
- Spring in the City

Filmfair Communications
10900 Ventura Boulevard
Box 1728
Studio City, CA 91604

- Autumn in Nature
- Summer in Nature
- Winter in Nature
- Weather: A Film for Beginners

Frith Films
Box 424
Carmel Valley, CA 93924

- Happy Helpers

Journal Films, Inc.
930 Pitner Avenue
Evanston, IL 60202

- Spring Is a Season

Walter J. Klein Co.
6311 Carmel Road
P. O. Box 2087
Charlotte, NC 28247-2087

- Big Yellow Fellow

Media Guild
11722 Sorrento Valley Road
Suite E
San Diego, CA 92121

- Walking Safe

National Dairy Council
6300 River Road
Rosemont, IL 60656

- Hey Cow
- Uncle Jim's Dairy Farm

Additional Teachers' Resources

Educational Products Division
Binney & Smith, Inc.
1100 Church Lane
P. O. Box 431
Easton, PA 18044-0431

- Crayola Creativity Program
  First Steps to Learning

Frey Scientific
905 Hickory Lane
Mansfield, OH 44905

- Butterfly Garden (Science Kit)

SECTION A

THE EXPRESSIVE ARTS

OVERVIEW: THE EXPRESSIVE ARTS

A developmental program for young children must have expressive and creative experiences at its center. Section A, The Expressive Arts, is designed as a foundation and guide for implementing the thematic units of Section B.

Art, Music, Movement, Literature, and Creative Writing are means of expression for people of all ages but are vital to children whose verbal and social skills are still developing. The child uses these activities as a way of communicating feelings and ideas. Therefore, it is the process and not the product which is most important to the young child. Although there can be merit in a few carefully chosen craft activities, these activities should not be confused with creative expression.

The teacher acts primarily as a guide and facilitator, always keeping in mind the child's developmental level. The atmosphere of acceptance created by the teacher validates each child's efforts, which, in turn, enhances self-esteem. When children are creating, the teacher should not impose his/her own tastes or values. Examples of this negative practice would be, "Grass can't be that color," or "Don't paint over that—you'll spoil your picture," or "This is the way an elephant moves." Many young children are overwhelmed by an adult's example and feel unworthy when they cannot do it exactly that way. The role of the adult should be to support and encourage the child. It is appropriate to ask the child to "Tell me about your picture" or "How would you move if you were an elephant?" Be certain to accept the child's response. Assistants, volunteers, and other adults working with children should be aware of these guidelines. It is also important to encourage parents to value children's work.

UNIT I: THE VISUAL ARTS

INTRODUCTION

In a developmental program the teacher must provide many opportunities for art exploration during the day. During work time the children may choose from a variety of art media. An art center can develop children's independence if the teacher places materials within the children's reach.

The process of artistic creation is much more important than the final art product for the young child. Therefore, teachers and other adults should refrain from modeling art for the children. Drawing a picture for children or showing them how to draw or paint does not promote creativity. The teacher should demonstrate respect and acceptance for each child's ideas and finished product. Children should be encouraged to talk about their work, both during the process and afterwards, with the teacher and with other children as well.

The teacher should see that all art materials are prepared in advance so that the children do not have to wait to begin a project. In addition, the teacher should remember that any "mess" can be cleaned up. Art activities can be done in small groups or personalized for the individual child.

Displaying the work of all children at some time will indicate acceptance and further enhance their self-esteem. If possible, the children's work should be displayed at the child's eye level.

Suggested Time:
(Integrated throughout year)

UNIT I: THE VISUAL ARTS

LEARNING OBJECTIVES

The student will be able to:

- express thoughts and feelings and communicate them to others.
- follow simple directions.
- learn to make independent choices.
- help set out materials for activities.
- express ideas, thoughts, and feelings using available art materials.
- depict a theme or experience using a visual medium.
- cut, using scissors or blunt knife.
- hold a crayon between the thumb and forefinger.
- use direction and position terminology.
- care for classroom materials.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

CAREER COMPETENCIES

Listening
Speaking
Creative thinking/Problem solving
Self-direction
Task completion

CONTENT

Major Areas of Study

- We express feelings through the use of a variety of art materials.
- We can express feelings in many different ways.
- We can find patterns.
- Symbols can represent ideas.
- We respect the expressions of others.

Learning Activities

Drawing

1. **Definition**: Making marks, designs, or representations on paper by using writing or drawing implements.
2. **Management:**
    - Use labeled baskets, boxes, containers to hold crayons, markers, pencils, pens, etc.
    - Have paper available within the child's reach.
    - Provide a take-home box, folder, or bin for each child's completed work.
    - Become familiar with the children's stages of development in drawing. (See Resources.)
    - Allow children to make choices.
    - Emphasize the process and not the product.
3. Allow children to draw, using large and small crayons, markers, chalk, water color crayons, oil pastels, pencils, pens, newsprint, computer paper, bogus or rag paper, manila paper, pads of paper, small note paper. (small group or personalized activities)

Cutting

1. **Definition**: Using scissors or blunt knives to cut.

2. **Management:**

   - Have safety scissors and left handed scissors available.
   - Help individuals grip scissors using index or middle finger in hole opposite thumb. Encourage the child to keep his/her thumb up for control and direction.
   - Store scissors in the art center in an upside down egg carton or specially designed holders.
   - Provide lots of guided practice and freedom to explore.
   - Ask parents to allow children to use scissors at home.
   - Do not expect perfection, but aim for proficiency.
   - Remember that many young children do not have the motor skills needed for cutting.

3. Allow children to make many cuts on a side of a paper so as to make a fringe.

4. Provide strips for the children to snip into small pieces. Start with narrow and then move on to wider strips.

5. Provide paper for the children to cut free form shapes.

6. Have the children cut holes in paper, put the paper on top of another paper or paper plate, and paint over the holes to make a new design.

7. When making snacks, allow the children to use blunt knives. Provide knives for use with playdough.

Collage

1. **Definition**: Gluing, pasting, taping, or fastening objects to another surface.

2. **Management:**

   - Have objects in labeled baskets, cans, tubs, or boxes.
   - Have small squeeze bottles of glue available.
   - Have a tape dispenser available or stick tape pieces on a table edge for the children to use.

- Make a stapler available.
- Provide paste containers with paste sticks.
- Keep all items on low shelves so that children have easy access to them.
- Don't dictate what objects the children are to use in making their collage.
- Allow the children to use as many or as few objects as they choose.
- Don't expect children to name what they are doing.
- Encourage children to talk about the process.
- Have plastic bags available for transporting projects home.

3. Allow children to tear or cut paper, wallpaper, newspaper, tissue, wrapping paper, cards, sandpaper, fabric, yarn, string, etc.
4. Glue textural varieties: fabric, yarn, paste sticks, styrofoam, wood pieces, seeds, beans or peas*, macaroni shapes*, cereal*, paper clips, feathers, burlap, fake fur, leather scraps, wallpaper, gravel, pebbles, aquarium stones, sand, found objects from nature, buttons, toothpicks, cotton balls, felt, etc.
5. Use a variety of construction supplies: staplers, tape (masking and cellophane), hole puncher, yarn, colored tape, sticky dots, stickers, stars, stamps (junk mail), gauze tape, bandage strips, paper clips, paper fasteners, paste, glue, glue stick, etc.
6. Use a variety of surfaces: paper, paper plates, cardboard, styrofoam meat trays, poster board, wood, egg cartons, boxes and lids, envelopes, burlap, etc.

Painting

1. **Definition**: Applying color to a surface with brushes, fingers, or other objects.
2. **Management:**
   - Provide smocks or aprons.

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*Some preschools may have a policy against using food for art or play.

- Put paint in small containers with lids for storage.
- For table painting, put paint in muffin tins.
- Have plenty of newspaper to put under the easel and on tables, or put a shower curtain, oil cloth, or wallpaper under the easel.
- Have a separate container for brushes in the art center. Teach children to store brushes, bristle end up.
- Use heavy cord and clothespins to hang wet painting; glue clothespins to walls for drying and displaying, or purchase a drying rack.
- Have a bucket or sink close by for hand washing and easy clean-up. Also, keep a sponge handy.
- When mixing paints, add a drop of detergent or soap flakes for easier spot removal.
- If possible, allow the children to mix their own paints.
- Write the child's name under the easel clip so he/she won't paint over the name.
- Tie a magic marker to the easel to write the child's name on the paintings.
- Purchase Bentonite (available from art supply stores) which is a powdered paint extender. It also helps to regulate thickness.

3. When children are painting, or have finished, do not ask "What is it?" Instead say, "Tell me about your painting."
4. Try to comment on color, movement, design, and patterns in the painting rather than the subject matter.
5. Allow the children to make choices and accept the children's ways of expressing through painting. Avoid making global non-informational comments like "Good job."
6. Provide many types and colors of paper and objects for painting: cardboard, fingerpaint paper, white easel paper, newspaper, poster board, boxes, cans, wood, macaroni, rocks, large rolls of paper for murals, water color paper, manila paper, rag paper, construction material (sheets), burlap, etc.

7. Provide a variety of colors and consistency in paints: tempera, finger paints, water colors, soap flake paint, food coloring, ink, condensed milk, water for painting on chalkboards, walls, and outdoors. Salt, sawdust, sand, glitter can be added to paints.

8. Use a variety of paint applicators: all sizes of brushes, fingers, sponges, yarn, string, toothbrushes, cotton balls, Q-tips, vegetables,[*] feathers, leaf prints, bingo daubers, twigs, marbles (put paper and a few teaspoons of paint in a shoe box or soda carton, and have the child roll the marble in it), golf balls (same technique as for marbles), bubble painting (put soap flakes in paint and blow with a straw; put paper on top of bubble).

Clay[**]

1. **Definition**: Any malleable substance a child can form and manipulate.

2. **Management:**

    - Keep the clay in a closed container.
    - Check for consistency the day before planning to use.
    - Make clay ready to use by wetting with paper towels or adding water.
    - Provide smocks or aprons for the children.
    - Have bucket available or access to sink for cleaning.
    - Place clay on cardboard, oil cloth, or trays for easy clean-up.

3. Make playdough with the children.

Playdough Recipe

1 cup flour
$\frac{1}{2}$ cup salt
2 tsp. cream of tartar
1 cup water
1 tsp. salad oil

Cook on low heat. Knead when cool. Keep in closed container.

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[*] Some preschools have a policy against using food for art or play.

[**] Some children will find using clay distasteful and should not be forced or coerced.

4. Use a variety of utensils for working with clay, playdough, or other mixtures: rolling pin, plastic knives, toothpicks, garlic press, pizza cutter, potato masher, forks, plastic animals, cookie cutters, scrapers, small blocks, spoons, etc.

Materials and Resources

Magic Mixtures (Strangl)

Child's Play, An Activities and Materials Handbook (Trencher)

Resources for Creative Teaching in Early Childhood Education (Flemming and Hamilton)

Early Childhood Activities (Commins)

Young Children in Action (Hohmann)

Don't Move the Muffin Tins (Bos)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- experience success with creative expressions in the visual arts.
- share personal creative expressions with others.
- work with a variety of art media and tools independently and creatively.
- enjoy a variety of artistic expressions.
- communicate through art.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Personalized activities

UNIT II: MUSIC AND MOVEMENT

INTRODUCTION

Music and movement are basic natural expressions for the young child. Spontaneous singing and/or rhythmic movement often accompany the child's play. Many concepts can be learned through music and movement, but the primary purpose for including them in an Early Childhood program is the child's pleasure and joy. The teacher should provide the time, space, and encouragement necessary for individual and group expression in music and movement.

When singing with children and when choosing recorded materials for children to sing along with, the teacher should be sensitive to the child's vocal range. Also, the teacher should be aware of the tempo (speed) so that the child is not expected to sing or move inappropriately. Musical experiences in the preschool curriculum should be many and varied. They may include fingerplays, rhymes, songs, musical games, movement, percussion instruments, and listening to music. Children enjoy songs, fingerplays, and rhymes with repetition, humor, and nonsense words.

Music is a social experience. For many young children a group music experience provides the first opportunity to work with others. The children should sit in such a way that they can see each other and the teacher. During a large group music activity, they should be actively involved in singing, moving (in place or through space), playing instruments, or purposeful listening. The teacher should monitor the group's interest and attention, adjusting the length of the music time accordingly. When a particular song or game captures the group's imagination, the teacher should be ready to continue and extend it. Some children may not participate at first, but they will when they are ready.

Music should not be limited to a scheduled singing time but used throughout the day. Music can be used as language enrichment and for classroom management. For example, the teacher may sing, "Row Row Row Your Boat" while the children are rocking in a boat, or may sing or play a special song to signal the beginning of clean-up time. Singing "Everybody Look at Me" can help the children to focus on the teacher. Lullabies and quiet songs calm a group and ease the children into a new activity or rest time. Songs and fingerplays are wonderful during transition times, holding the children's attention while they wait for the next activity.

Whenever possible, the teacher should try to include music of cultures other than American or Western European. The local librarian or college music department may be helpful in locating African, Asian, Middle Eastern, Eastern European, Latin American, and Native American music.

Movement is the natural modality of young children. Teachers can make use of the basic actions of children to reinforce concepts of self and other learning concepts. In children's natural movements teachers can identify or label different styles, motives, rhythms, and patterns. The natural movements of children should be facilitated and appreciated.

Movement activity should go on indoors as well as outside or in a designated motor area. It should be creative and expressive as well as controlled, for instance, in dancing, pretend movement, and marching.

Suggested Time:
Ongoing throughout the year

UNIT II: MUSIC AND MOVEMENT

LEARNING OBJECTIVES

The student will be able to:

- follow simple directions.
- clap patterns.
- imitate fingerplay movements.
- gallop for a defined distance.
- hop on one foot 3 times in succession.
- jump forward and land on both feet.
- learn to make independent choices.
- help to set out materials for activities.
- respond to varying tempos.
- respond to music while listening to it.
- depict a theme or experience through movement.
- sing a variety of songs.
- express an idea, thought, or feeling through music and movement.
- use direction and position terminology.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

CAREER COMPETENCIES

Listening
Speaking
Creative thinking/Problem solving
Nonverbal (body language)
Self-direction

CONTENT

Major Areas of Study

- We express feelings and ideas through movement and music.
- We can express feelings in many different ways.
- We can enjoy listening and responding to music.
- We can enjoy participating in fingerplays.
- We can respect the ways others express themselves.

Learning Activities

Singing

1. Children often sing as they play. Respond with praise and encouragement for them to continue. If an activity suggests it, casually sing a song to accompany it, such as "Take You Riding in My Car."
2. Sing questions to individual children as they button coats, write names on paintings, etc. Encourage the children to sing answers.
3. During work time, provide an area for singing games.
4. During clean-up, sing or chant and encourage the children to join in.
5. Play the piano, guitar, autoharp, or recorder as accompaniment while the children sing. Be familiar enough with the music to focus on the children while you play.
6. Use a variety of recorded materials to motivate children to listen, sing, or move. Choose specific sections rather than entire sides of records or tapes.
7. Record the children as they make music.
8. Introduce new songs through the year as they relate to the various thematic units. Know each new song or rhyme well before introducing it to the children.
9. The following songs and fingerplays may be used with children. Be sensitive to racial, ethnic, or sexist stereotypes, especially in using more traditional material. This list is a sampling of available songs.

"The Grand Old Duke of York," *Mother Goose*, p. 29 (Sharon)

"Ten in the Bed," *Mother Goose*, p. 88 (Sharon)

"She'll Be Coming 'Round the Mountain," *American Folk Songs for Children*, p. 47 (Seeger)

"Mary Wore Her Red Dress," *American Folk Songs for Children*, p. 130 (Seeger)

"If You're Happy and You Know It," *Do Your Ears Hang Low?*, p. 52 (Glazer)

"Michael, Row Your Boat Ashore," *Do Your Ears Hang Low?*, p. 74 (Glazer)

"Rabbit Ain't Got No Tail At All," *Do Your Ears Hang Low?*, p. 89 (Glazer)

"Willoughby Wallaby Woo," *Singable Songbook*, p. 92 (Raffi)

"Where is Thumbkin?" *Mother Goose*, p. 19 (Sharon)

"Eensy, Weensy Spider," *American Folk Songs for Children*, p. 126 (Seeger)

"Little Arabella Miller," *Mother Goose*, p. 52 (Sharon)

10. The following musical games may be used with children. This list is a sampling of available materials.

"Sally Go Round the Sun," *Singing and Dancing for the Very Young*, p. 14 (Nelson)

"Down Came a Lady," *American Folk Songs for Children*, p. 51 (Seeger)

"Jim Along Josie," *American Folk Songs for Children*, p. 72 (Seeger)

"Clap Your Hands," *American Folk Songs for Children*, p. 86 (Seeger)

"Hokey Pokey," *Do Your Ears Hang Low?*, p. 35 (Glazer)

"Mighty Pretty Motion," *American Folk Songs for Children*, p. 54 (Seeger)

11. The following rhymes may be used with children. This list is a sampling of available materials.

    "One, Two, Three, Four, Five," *Mother Goose*, p. 63 (Sharon)

    "I Do Not Like Thee, Dr. Fell," *Mother Goose*, p. 76 (Sharon)

    "There Was a Little Man," *Mother Goose*, p. 10 (Sharon)

    "Engine, Engine," *Musical Games, Fingerplays and Rhythmic Activities for Early Childhood*, p. 177 (Wirth et al.)

    "Sam, Sam, the Dirty Man," *Shimmy Shimmy Coke-Ca-Pop!*, p. 15 (Langstaff)

Musical Instruments and Sound Makers

1. Build a classroom collection of percussion instruments including hand drums, tambourines, finger cymbals, triangles, xylophones, wood blocks. It is preferable to have quality musical instruments rather than toys. They will last longer and will produce a more musical sound.

2. Show children the proper way to play and care for instruments. (Use and care of instruments might be compared to use and care of library books.)

3. Monitor use of instruments at first to help children use and care for them appropriately.

4. Sound makers, other than musical instruments, can be made or purchased. Examples of sound makers are sand blocks, plastic containers with dry beans for shaking, other homemade or toy instruments.

5. Encourage children to handle sound makers with care.

6. Sound makers can be made available at choice time or used during group activity. They can be used for sound effects when dramatizing stories or rhymes, or to accompany songs or movement.

7. Introduce instruments and sound makers to children over a period of time, using them to accompany songs and movement. Children can also play them during songs and movement.

8. Compare instruments and sound makers, discussing how they are alike and how they are different. (E.g., a drum will vibrate longer when struck than a coffee can lid.)

9. Encourage children to experiment with body sounds such as clapping, clicking tongues, patting thighs, tapping fingertips on the floor.

10. A child or children can play along with music or accompany the group in a movement game. Be sensitive to sound levels, to be sure music is being made rather than noise.

11. Instruments and/or sound makers can be used for playing patterns such as names or phrases from songs.

12. Children may experiment with instruments and/or sound makers during choice time. The teacher can interact with suggestions for songs or patterns or monitor from nearby to encourage careful use.

13. In a large group, if some children are playing instruments, involve the others by encouraging them to clap, snap fingers, or move.

14. Divide instruments and/or sound makers according to type – drums, rattles, triangles, woodblocks.

Movement

1. Management:

   - Provide space for children to march, gallop, rock, etc. If not enough space is available, part of the group can move in the open space while others find ways to move while sitting down. Be sure to have groups switch roles.

   - Establish the boundaries of the movement space if necessary by taking a "space walk" around the edges.

   - Establish signals for starting and stopping movement activities (e.g., stopping the music, playing chords on the piano, or tapping on a triangle).

   - Children's spontaneous, natural movements can be used as the basis for a group activity.

   - Encourage the children to remain in their own space and not bump into others. (Games and activities can reinforce this concept.)

   - Keep in mind the physical limitations of young children and do not insist that all children move in exactly the same way.

   - Provide for periods of vigorous activity such as jumping or galloping, after periods of quiet activity such as singing or resting.

- If possible, have another adult on the periphery during group movement activities to provide reassurance for shy children or to help with the children who may need to be reminded of limits.

- During a group activity, other adults not involved should carry out their tasks quietly so as not to distract the children.

- Children should not be forced or cajoled into participating in movement activities. Children will know when they are ready.

- Become familiar with new movement activities before using them with children.

- Preview records to be used for movement to be sure they don't move too quickly, last too long, or ask for movements which are inappropriate for young children.

- Function as a facilitator rather than a model for movement activities. The child should be able to concentrate on his/her own movements without trying to imitate the adult.

- If a stereotyped action is modeled by the teacher (e.g., an elephant with a trunk hanging down), be sure to provide opportunities for the child to extend and explore different ways of moving.

2. Children can walk, run, gallop, etc. with or without music, stopping and starting on a signal. Also, try movements which keep children close to the floor such as crawling, rolling, spinning, etc.

3. Use songs as motivation for movement, e.g., "I'm very very small or I'm very very tall," *Singing and Dancing Games for the Very Young*, p. 13.

4. Have the children develop their own movements to a variety of music and rhythms.

5. Encourage the children to move like things such as animals, fantasy characters, or vehicles. Example: "Let's move like a cat. How does a cat move? How else might a cat move?"

6. During activity time, provide a space for a small group of children to move to records or tapes of their choice.

7. Provide the opportunity for children to experiment with percussion instruments. They may play for movement for themselves or others.

Materials and Resources

Move with the Music: Songs and Activities for Young Children (Aronoff)

Music and Young Children (Aronoff)

Creative Movement for the Developing Child (Cherry)

First Steps in Teaching Creative Dance to Children (Joyce)

Singing and Dancing Games for the Very Young (Nelson)

Folk Songs for Children (Seeger)

Rhythm and Movement Activities for Early Childhood (Shotwell)

Move with a Song (Wax and Sydell)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- experience success with creative expression in music and movement.
- share creative expression with others.
- sing songs.
- communicate through music and movement.
- be comfortable with moving his/her body in space.
- enjoy a variety of artistic expressions.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

PROCEDURES FOR EVALUATION

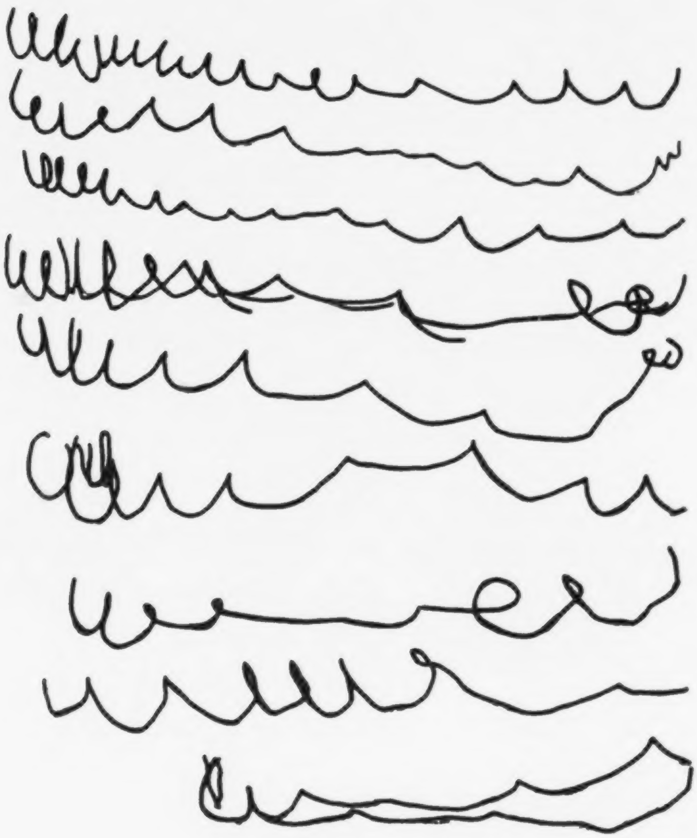
1. Teacher observation
2. Personalized activities
3. Group discussion

UNIT III: CREATIVE WRITING

INTRODUCTION

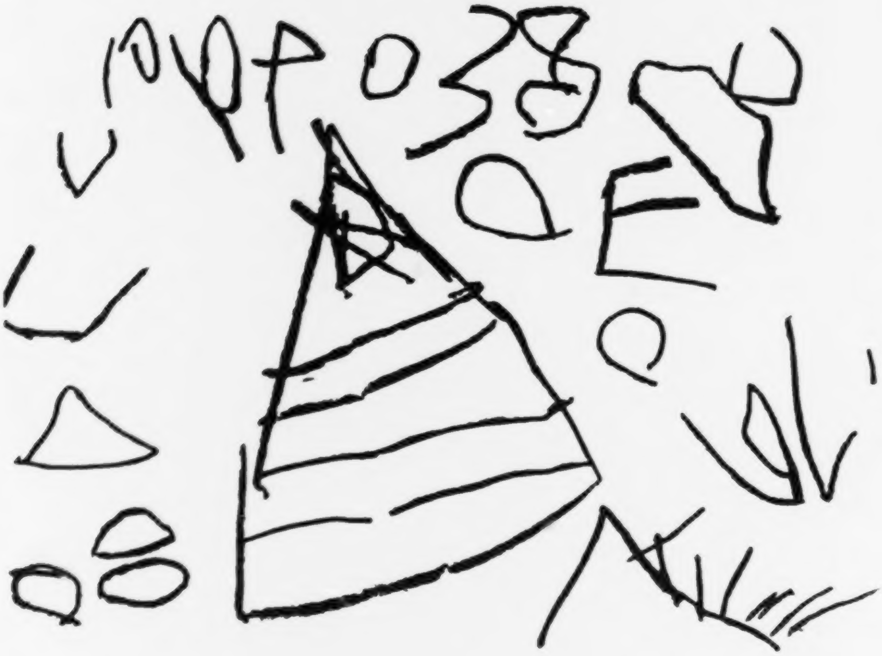
Dictated writing and **invented spelling** are the forms of writing that can be used in a preschool setting. These types of writing should never be mistaken for handwriting practice or spelling. Writing is dictated when the child recites a sentence or story, and the teacher records the child's words exactly. When the teacher writes the dictated words, the child should be able to see the words as they are written. In the invented spelling process the child takes a more active role, creating symbolic marks to represent words and stories. The child is not simply scribbling; the symbolic marks have meaning and intention to the child. The child is imitating adult or book writing as illustrated in the examples below.

Samples of Invented Spelling



I go to school.

I see my friends.



I see my house.

A prewriting activity is often a child's own drawing; a drawing is the child's first symbolic representation. Just as children crawl before they can walk, they scribble before they are able to write.

Invented spelling should be encouraged and appreciated in the preschool setting. It should not be taught but fostered by the teacher and environment.

Creative writing enables children to express themselves symbolically, feel confident, and develop language and motor skills. It validates a child's effort as a beginning writer, thereby initiating the writing process.

The creative writing process should be explained to and discussed with parents through a letter or workshop. This will enable parents to assist in the child's development. Let the parents know that handwriting and spelling practice are not appropriate at this level.

Suggested Time:
Ongoing throughout the year

UNIT III: CREATIVE WRITING

LEARNING OBJECTIVES	GQE
The student will be able to:	COMMUNICATION SKILLS SELF-ESTEEM UNDERSTANDING OTHERS ARTS AND THE HUMANITIES

- express thoughts and communicate them to others.
- follow simple directions.
- learn to make independent choices.
- express an idea, a thought, or a feeling.
- depict a theme or experience.

CAREER COMPETENCIES

Listening
Speaking
Reading
Writing
Creative thinking/Problem solving
Self-direction

CONTENT

Major Areas of Study

- We express feelings and ideas through creative writing.
- We can express feelings in many different ways.
- Symbols can represent ideas.

- We can enjoy listening to stories and poems.

- We can respect the expressions of others.

Learning Activities

1. **Management:**

   - Children may write independently or in small or large groups. When children are dictating stories in groups, be sure to use large paper so that the children can see the words and sentences.

   - Encourage the children to share their writing in a large or small group. Provide a special "author's" chair for the writers to use while "reading" their work.

   - Model appropriate audience responses to the writer.

   - Consider the class size and attention span of the children. Have only a few children share their writing at one sitting.

   - If a child says, "I can't write," the teacher may reply, "You can put marks on your paper to show what you mean if you want." Children should never be pressured to write. Some children are not ready.

   - Call the children "writers" or "authors" when they write.

   - If a child cannot remember what his/her writing means, make a positive comment about some aspect of the child's work.

   - Remember that the process is more important than the product at this stage. Do not require a child to write more neatly or to copy over.

   - Make available a variety of types and sizes of paper, such as newsprint, manila paper, typing paper, construction paper, craft paper, etc. Provide envelopes, also.

   - Provide a variety of writing tools, such as crayons, pens, markers of all sizes, pencils, and chalk.

   - Provide magazines for illustrations.

2. Provide materials in the housekeeping center for children to make shopping lists, write recipes, or write and mail letters to each other. If possible, have mailboxes available for the children to use.

3. Provide appropriate writing materials in all learning centers, e.g., signs and maps in the block center.

4. Place blank booklets in the art center to encourage the children to write stories.

5. Encourage children to create cards for special occasions for each other, for staff members, and for family.

6. Create a bookmaking table with a variety of supplies, such as tape, cardboard, staples, wallpaper, glue, and magazines.

7. Use thematic unit activities to stimulate writing. Group booklets on a specific theme can be created and placed in the class library.

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- experience success with creative expression in writing.
- share creative expressions with others.
- write or dictate stories.
- enjoy a variety of artistic expressions.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Personalized activities
3. Group activities

UNIT IV: LITERATURE

INTRODUCTION

Language development is an important goal for Early Childhood programs. Discussions that are informal and spontaneous are encouraged in pairs, triads, and small groups, with whole group discussions led by the teacher or by the children themselves. Enactments of the literature involving role playing and dramatization (be it pantomime or improvisation) are recommended. Writing about the literature through dictated stories and invented spelling will bring the stories alive for the children. Other media such as drawing, constructing, or music can incorporate additional activities into literature experiences. It should be noted that reading involves posing problems as well as solving them.

Reading story books, story telling, and fingerplays help to expand the child's understanding and use of language. Listening skills are developed as children attend to stories and nursery rhymes. The repetition of fingerplays and rhymes encourages speech and provides successful language experiences for the child. Motor control is strengthened as children participate in hand and body movements. Fingerplays also provide children with opportunities to develop socialization skills as they participate as members of a group. Fingerplays enable new concepts and vocabulary to be practiced in a pleasant and enjoyable manner.

Listening to and reciting poetry is valuable, for poetry is musical and contains imagery that stimulates sensory awareness in the child. Children should be exposed to various forms of poetry and verse which have themes appropriate to young children. The poems and rhymes used in the preschool class should be short, simple, and interesting.

Listening to stories is also an important activity for young children, for, as they listen to the stories being read, the children begin to interpret the pictures, connecting word to symbol. They also begin to develop a sense of left and right and top to bottom progression.

Stories are helpful to the psychological, emotional, and social development of children. Stories concerning young children allow the child to begin to resolve personal concerns. Anxiety about a new baby at home, for example, can be assuaged by identifying with a fictional character having a similar experience. Books that reflect cultural differences, disabilities, and varied family life styles encourage children to accept differences in themselves as well as in others. Children often re-create stories in play, further enabling them to deal positively with personal experiences.

Fairy tales and folk tales have fascinated children for ages. The conflict resolution provided by fantasy characters provides a safe outlet for the children's own impulses, especially in a group. Traditionally, fairy tales and folk tales have a message. Children learn some important concepts such as, "Hard work and honesty pay off in the end." *The Little Red Hen*, for example, provides such a lesson. Tales such as *Henny Penny* allow children to find humor in the absurd and grow in confidence when they can spot errors in a character's thoughts and actions.

Since fairy tales and folk tales impart cultural values, the teacher should choose stories that reflect a variety of cultures.

Children should be exposed to literature of quality. The school or local children's librarian is an excellent resource for the teacher in this regard.

The importance of reading should be communicated to parents. The teacher should encourage parents to read to their children at home. Parents should also be invited to participate in school reading activities.

Suggested Time:
Ongoing throughout the year

UNIT IV: LITERATURE

LEARNING OBJECTIVES

The student will be able to:

- express thoughts, feelings, and questions and communicate them to others.
- follow simple directions.
- attend to a short story or group conversation.
- "read" a story book.
- reenact stories and nursery rhymes with teacher direction.
- listen and repeat fingerplays, stories, and nursery rhymes from memory.
- learn to make independent choices.
- express an idea, a thought, or a feeling.
- depict a theme or experience, using a variety of media.
- distinguish between fantasy and reality.
- find patterns.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

CAREER COMPETENCIES

Listening
Speaking
"Reading"
Creative thinking/Problem solving
Self-direction

CONTENT

Major Areas of Study

- We can respond to literature through creative writing, pantomime, dramatic play, puppetry, and other expressive arts.
- We can express feelings in many different ways.
- We can enjoy listening to stories, poems, and fingerplays.
- Symbols can represent ideas.
- We can enjoy the repetition of words and stories.
- We can respect the expressions of others.

Learning Activities

1. Select books that have large, clear illustrations for reading aloud to the children.
2. Consider the development level of the children in relationship to the length of the story.
3. Encourage parents to take their children regularly to a library.
4. Consider storytelling in addition to story reading. Have the children join the storyteller and become part of the story by repeating a refrain or by responding as a particular character.
5. Use a flannel board to provide visual clues and story sequence for the children.
6. Sample questions that are appropriate for the young child may be incorporated in the story time activity. What stands out for me? How do I feel about this story? What does this story make me think of? What do I already know about this? What is this story saying? What could I change in this story? Do I agree or disagree with the story? What questions do I have? What do I understand or not understand?
7. Utilize puppets in storytelling or fingerplays. Encourage the children to tell tales with puppets.
8. Provide materials for the children to make their own puppets and tell their own stories.

9. Set up a library center keeping the following considerations in mind:
    - The center should be attractive, comfortable, and inviting to the children.
    - The center should have adequate lighting.
    - The center should be located in a sheltered area, away from main traffic.
    - The center should be carpeted or contain mats for use by children.
    - Pillows, stuffed animals, and plants will add a comfortable feeling.
    - A variety of books should be displayed with the book jackets or covers showing.
    - Books should be on the child's eye level and within easy reach.
    - A variety of books should be made available to the children.
    - Books should be rotated to maintain the interest of the children.
    - The number of children that can occupy the center at one time should be limited.
    - Two or three copies of popular books should be provided.

10. Model how the children should care for books. Reinforce the proper care and use of books throughout the year.
11. Encourage the children to "read" to each other.
12. Have the children utilize books in other learning centers, such as a telephone book and colorful recipe book in the housekeeping center.
13. Utilize books during transition times.
14. Make some books available for the children to borrow for home reading.
15. Read aloud as often as possible.
16. Reread favorite stories. If applicable, have the students read along with you if they like.

17. Discuss stories that have been read before you reread them. Focus in on different aspects as you read. Remember that each story has many dimensions.

18. Point out the author's intent when reading stories.

Materials and Resources

See Section B for children's books related to various themes.

See Appendix B, Children's Books, for additional titles of interest.

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- re-create and tell stories.
- "read" a book.
- experience success with creative activities related to literature.
- enjoy a variety of artistic expressions.
- share creative expressions with others.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Personalized activities
3. Sociodramatic play
4. Group activities

SECTION B

THEMATIC UNITS

ALL ABOUT ME

INTRODUCTION

The philosophy, goals, and principles of curriculum for young children reflect the belief that knowledge and understanding of how the child grows, develops, and learns are basic to developing the whole child. The "All About Me" unit is written to help teachers provide an environment that will foster each child's self-esteem and personalized experience. The three main areas to be addressed are: the child as an individual, the child as a family member, and the child as a member of the school community.

The teacher will help the child develop a positive self-image and become aware of his/her growing body, skills, and emotions. The teacher will, in turn, accept children of all types, appreciating and respecting differences and encouraging other children to do the same.

One important aspect of this unit is to link the child, the family, and the school. The teacher can demonstrate appreciation of the family's primary role in the life of the child through communication and activities involving the family. Teachers should be sensitive to non-traditional family groupings and respect each family's privacy. Learning more about the cultural heritage of families will enhance the teacher's acceptance and understanding of each child.

The classroom functions as an entity which provides the child's first independent step into society. This first unit provides an introduction to classroom routines and rules. The teacher can foster an atmosphere of friendliness and security by modeling the desired behavior.

This unit is to be used at the beginning of the year. The teacher, however, will continue to promote the learning objectives of this unit throughout the year.

Suggested Time: 15 Days (ongoing activities throughout the year)

ALL ABOUT ME

LEARNING OBJECTIVES

The student will be able to:

- express thoughts and feelings and communicate them to others.
- follow simple directions.
- learn to make independent choices.
- sing a variety of songs.
- respond to various tempos.
- imitate finger play movements.
- express an idea or feeling, using available art materials.
- practice personal hygiene.
- know own first and last name, age, and gender.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
HEALTH
FAMILY LIVING
ENVIRONMENT
ARTS AND THE HUMANITIES

CAREER COMPETENCIES

Personal Health/Hygiene
Self-direction
Speaking
Listening

CONTENT

Major Areas of Study

- Each child is unique and special.
- Each child grows in his/her own way.
- Our body has different parts, and we move in many ways.
- Everyone has feelings.
- We can make choices.
- We have similarities and differences.
- Everyone has a family.
- Families are unique.
- We wear clothes.
- We live in houses.
- We come to school.
- We have a classroom in school.
- We learn, have fun, and make friends in school.
- Teachers and rules help keep us safe.

Learning Activities

Introduction to the Classroom

1. Play name games with the children on the first few days of school, asking each child to respond to directed activities such as clap, stand, bend, sing, etc., when his/her name is called. Be aware that the child may be shy or respond differently from what is expected. Validate and accept any response given. (large group activity)

2. Have the children decorate and wear pre-made name tags or hats. (small group activity)

3. Have the child choose a symbol or decorate a label to identify his/her personal storage space. (personalized activity)

4. Roll a ball to a child while saying his/her name. Then have the child roll the ball to another child while saying that child's name. (large group activity)
5. Sing name songs with the children. (large or small group activity)
6. Write the child's name in glue. Have the child use yarn, beans, etc., to cover the name. (personalized activity)

Growing

1. Read *When You Were a Baby* or any other book about growing. Discuss the growing child's new competence by comparing things the children can do now with what babies can do. (large group activity)
2. Ask children to bring their baby pictures from home to share with the class. (large and small group activity)
3. Develop a bulletin board to match baby pictures with recent pictures. (large group activity)
4. Provide housekeeping props that represent different ages (e.g., baby bottles, blankets, eyeglasses, cane, diapers, etc.). (small group activity)
5. Sing songs which reflect the theme of growing with the children. (large and small group activity)
6. Measure and weigh children for the growth chart. (personalized activity)
7. Make a hat or badge for each child to wear on his/her birthday. Make the day special by allowing the child to be a helper. (personalized activity)
8. On each child's birthday, sing and read birthday poems or stories to celebrate the occasion. Remember to celebrate birthdays which do not occur on school days, especially in the summer months. (large group and personalized activity)
9. Make a permanent bulletin board; display the dates of everyone's birthday. (personalized activity)
10. Make sand bags to compare how much children weighed as babies and how much they weigh now. (personalized or small group activity)

Body Awareness

1. Read a body awareness book such as *My Hands Can* by Jean Holzenthaler. (large group activity)

2. Have the children discuss what their own hands can do. (large group activity)

3. Provide a variety of media for children to use in making handprints such as clay, tempera, water on chalkboard. (small group or personalized activity)

4. Allow children to make handprints on paper. Ask the children what their hands can do and copy the statement on the handprint picture. (small group or personalized activity)

5. Trace the child's body on craft paper. The child may then decorate and color his/her own figure. (personalized activity)

6. Provide a mirror and art materials to enable the child to create a self-portrait. (personalized activity)

7. Use a mirror for the child to look at him/herself. Encourage the child to touch and name the various parts of the face. (personalized activity)

Clothing

1. Read *New Blue Shoes* and *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* with the children. (large group activity)

2. With the children sing a familiar tune such as "Mary Had a Little Lamb" or "Thumbkin," substituting the child's name and clothing color. (large group activity)

3. Play a circle game with the children. Some variations are: (a) Ask a child to stand if he/she is wearing a certain article of clothing (e.g., jeans, long sleeves, green shirt, etc.); (b) Have all children wearing a certain article of clothing or color remain standing. All other children will be seated. Continue to eliminate by calling out more and more specific articles/colors until only one child remains standing. (large or small group activity)

4. When the child draws a self-portrait, call attention to what he or she is wearing. (personalized activity)

5. Provide a variety of dress-up clothing in the dramatic play area. (personalized activity)

6. Help the child to decorate and recognize his or her special area for outer clothes and belongings. (personalized activity)

7. Assist the child in showing and describing outer wraps to the class. Use jackets, sweaters, or coats as part of a clothing game to help children become familiar with them. (personalized activity)

8. Encourage parents to label the children's outer clothing. (personalized activity)

Feelings

1. Read with the class *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Ask the children to show how they would look if they had experienced the circumstances in the story. (large group activity)

2. Sing "If You're Happy and You Know It" and vary the emotions being sung about, while modeling the facial expressions and actions (e.g., "If you're angry and you know it, stamp your feet"). (large and small group activity)

3. Photograph the children to show various emotions; label the photos and display for discussion. (small group and personalized activity)

4. Make experience charts in which children indicate, "I am happy when. . ."; "I am sad when. . ."; etc. (small group and personalized activity)

5. Encourage sociodramatic play in housekeeping. (personalized activity)

6. Encourage play with puppets that will suggest a variety of emotions. (personalized activity)

Friendship

1. Read *Will I Have a Friend?* by Miriam Cohen, *Frog and Toad Together* by Arnold Lobel, or any other book appropriate to the theme of friendship. (large group activity)

2. Discuss friendship, cooperation, and the rights of others. Elicit children's ideas about friends. What is a friend? How does a friend act? (large or small group activity)

3. Using puppets or a flannel board, have students demonstrate how friends behave. (small group or personalized activity)

4. Introduce (and review throughout the year) classroom rules, explaining how friends act.

5. Model appropriate social behavior throughout the year.

6. Remind children periodically to choose new friends for the day, occasionally pairing or grouping them with others for activities. (personalized activity)

7. Sing "The More We Get Together," "Love Somebody," or any other appropriate song. (large group activity)

Likenesses and Differences

1. Play the game, "I'm Thinking of Someone." Name an attribute, then another: "I'm thinking of someone who is wearing blue jeans, who has blond hair, who is wearing a green shirt," etc. Continue until the child is recognized by the group or by him/herself. (large group activity)

2. Have the children who have something in common (e.g., all have dark hair, are wearing the color red, etc.) stand together. Ask all of the children to identify the attribute which is the same. (large group activity)

3. Read stories that represent a variety of cultures and children with special needs. Avoid stereotypes. (large or small group activity)

4. Model positive statements to children about their appearance. (large or small group activity)

5. Display pictures of children of different cultures and children with special needs. (large or small group activity)

6. Create a people collage or mural with the children. (small group or personalized activity)

Family

1. Read books on families. (large group activity)

2. Have the children make a family collage using magazines. (small group or personalized activity)

3. Have the children draw and label family portraits. (personalized activity)
4. Take a photograph of the parents and child at the intake interview and display it in the classroom. (personalized activity)
5. Using family puppets, have the children tell about their family. Model using the puppets for the children. Be sensitive to children who do not wish to share. (small group activity)
6. Invite families to visit and participate at school, e.g., designate a Grandparent Day. (large group activity)
7. Invite a family member to prepare a favorite or ethnic food for the class. (large group activity)
8. Sing songs related to families. (large group activity)

Homes

1. Take the children for a walk in the neighborhood to look at different kinds of homes. (large group activity)
2. Have the children discuss what they like best about their homes or a special place in their homes, e.g., their bedroom. (large, small group, or personalized activity)
3. Call attention to the housekeeping center as a pretend home. Encourage sociodramatic play in this area. (large, small group, or personalized activity)
4. Encourage the building of homes with blocks, Legos, and other appropriate materials. Provide available props. (large, small group, or personalized activity)
5. Have the children make homes from milk cartons, shoe boxes, etc. (small group or personalized activity)

School

1. Encourage the students to say or sing "Good Morning" to teachers, students, and volunteers. Model the appropriate behavior. (large group activity)
2. Model or role play classroom rules. Use puppets to state and reinforce school rules. (large group activity)

3. Identify learning centers by taking a classroom tour. (large or small group activity)

4. To reinforce names of learning centers create a matching picture game, using photographs or catalogue pictures. (small group activity)

5. Place an object from each learning center on a table; have children return the objects to their proper places. (personalized activity)

6. Model helper jobs that children will take turns doing daily. (small group activity)

7. Observe the school from the outside. (large or small group activity)

8. Visit the offices of the principal, nurse, custodian, or any area the child will use regularly. Visit the gym, art room, music room, etc. (large or small group activity)

9. Discuss bathroom routines. (small group or personalized activity)

10. Make a model of the school by using a large milk carton. Have the children decorate small milk cartons to represent their homes. (small group and personalized activity)

Materials and Resources

Art

magazines
blank outlines of bodies for children to decorate with paste, paper, crayons, or paint
various geometric shapes to create houses, people, etc.
craft sticks
paper strips (headband)
paper plates
stencils

Language

photographs/pictures demonstrating feelings

House/Blocks

- miniature furniture
- small dolls - family
- material for blankets and pillows
- mirrors
- baby bottles
- disposable diapers
- gloves
- spectacles
- canes
- shawls
- hats
- slippers
- medical kit, bandage strips
- curlers, squeeze bottles
- brushes
- gray wigs
- purses, wallets
- ties, shoes, jackets
- bride's veil

Small Manipulatives

- Duplos
- multicultural puzzles of people, houses
- wooden or magnet shapes for making people and houses
- flannel board figures - clothing, shapes
- zipping, buttoning, snapping frames
- large beads
- dressing/undressing puzzles

Fingerplays

Fingerplays and Rhymes for Always and Sometimes (Graham)
  "People Colors"
  "Ten Little Fingers"
  "This Little Hand"

Resources for Creative Teaching in Early Childhood Education (Flemming and Hamilton)
  "Thumbkin"
  "Good Morning Song"
  "Love Somebody"

Finger Frolics (Cromwell et al.)

Poems to Read to the Very Young (J. Frank, Ed.)
"Five Years Old"
"Jump or Jiggle"
"High-Heeled Shoes"

More Poems to Read to the Very Young (J. Frank, Ed.)
"Growing Up"
"Dressing"
"Wooley Blanket"

Do Your Ears Hang Low? (Glazer)

Eye Winker, Tom Tinker, Chin Chopper (Glazer)

Making Music Your Own (Gaye and Hilyard)
"Getting Acquainted"
"Love Somebody"

Singing and Dancing Games for the Very Young (Nelson)

Children's Books

When You Were a Baby (Jones)
New Blue Shoes (Rice)
Mary Wore Her Red Dress and Henry Wore His Green Sneakers (Peek)
Alexander and the Terrible, Horrible, No Good, Very Bad Day (Viorst)
Will I Have a Friend? (Cohen)
The Little House (Burton)
The Biggest House in the World (Lionni)
[See Appendix B, Children's Books, for additional book titles appropriate to this unit.]

L.P. Records and Tapes

Macmillan Sing and Learn Program
  "Social Skills"
  "Following Directions"
  "A Healthy Body"

Everything Grows Together (Rogers)

Won't You Be My Neighbor? (Rogers)

Peanut Heaven (Cappelli)
  "Look Both Ways"
  "On Vacation"
  "Good"

Getting to Know Myself (Palmer)

You Are Special (Rogers)

Easy Does It (Palmer)

I'm a Very Special Person (Baroni)

Early, Early Childhood Songs (Jenkins)

Additional Teachers' Resources

Self-Esteem: A Classroom Affair (Borba)
Building on Books (Hayes)
Think It Through (Hayes)
Learning Basic Skills Through Music, Vol. I (Palmer)
  "Open Shut Them"
  "Rock-A-Bye-Baby"
  "Where Is Thumbkin?"
  "Clap Your Hands"

Raffi Singable Songbook (Raffi)
The 2nd Raffi Songbook (Raffi)
American Folk Songs for Children (Seeger)
Mother Goose (Sharon)
A Child's Garden of Verses (Stevenson)
Child's Play (Trencher)

[See Appendix A, Fingerplays, Rhymes, and Songs, for additional resources appropriate to this unit.]

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- state first name.
- identify self as boy or girl.
- identify body parts by pointing.
- associate facial expressions with happy, sad, and angry emotions.
- identify his/her personal belongings and designated personal storage space.
- demonstrate awareness of school rules and routines.
- begin to make transition from home to school.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
HEALTH
FAMILY LIVING
ENVIRONMENT
ARTS AND THE HUMANITIES

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Small group discussions
3. Personalized activities
4. Sociodramatic play

COMMUNITY HELPERS

INTRODUCTION

The "Community Helpers" unit will provide opportunities for the child to become aware of the community and its resources. This unit will help extend the child's awareness of his/her relationship to family, school, and community. In addition, attention can be given to health and safety concerns and the role of community helpers around health and safety issues. Through various large group, small group, and personalized experiences, the child will develop a sense of what a community is and relate this concept to his/her own neighborhood. The child will learn what a helper is through active participation in classroom activities. This concept will then be extended to the school environment and the community at large. The child will explore the roles and responsibilities of specific community workers and develop a positive attitude toward these helpers. The selection of community workers should reflect and expand the child's knowledge of the community.

It is of vital importance for all young children to view employment as providing equal opportunity for both men and women, for all racial and cultural groups, and for people with special needs. This approach will foster a child's exploration of opportunities without stereotypic or biased restrictions. Children should be encouraged to hold on to their dreams and beliefs while they develop the necessary competencies to enable their accomplishment. Therefore, it is recommended that teachers include both sexes, various races and cultures, and disabled individuals when representing community helpers.

This unit is to be introduced early in the school year, but the teacher should be flexible enough to take advantage of teachable moments that occur naturally throughout the school year.

Suggested Time: 10 Days (ongoing
activities throughout the year)

COMMUNITY HELPERS

LEARNING OBJECTIVES

The student will be able to:

- name familiar people, places, things.
- listen to a short story or group conversation.
- play roles observed in life experiences.
- care for classroom materials.
- learn to make independent choices.
- interact positively with children and adults.
- participate in sociodramatic play.
- practice personal hygiene.
- exhibit judgment regarding safety procedures.

GOE

COMMUNICATION SKILLS
SELF-ESTEEM
HEALTH
ENVIRONMENT

CAREER COMPETENCIES

Personal Health/Hygiene
Speaking
Listening
Self-direction

CONTENT

Major Areas of Study

- We can help others.
- A community is where we live.
- Our school is a community.
- Community helpers are people who help us.
- We practice appropriate health and safety procedures.
- Each person is responsible to help him/herself and others.
- We recognize community helpers by the clothes they wear, the things they do, and the tools they use.

Learning Activities

Community Helpers

1. As an introduction to community helpers, read and discuss with the children a book about helpers. (large group activity)
2. Provide materials for children to make a collage. (personalized activity)
3. Introduce a Classroom Helping Chart. Explain to the children how everyone helps in the classroom. Describe jobs that will be shared. (large or small group activity)

Suggested follow-up activities

- Provide cooking activities that demonstrate the role of the helper. (small group activity)
- Through classroom activities provide opportunities for students to help one another. (personalized activity)
- Teach a fingerplay, rhyme, or song on helpfulness. (large group activity)

Neighborhood

1. Take the children for a walk around the neighborhood, pointing out homes, special buildings, and places of interest. (large group activity)

2. Create a neighborhood in the classroom using available building materials. (small group activity)

3. Create a neighborhood mural by using each child's individual art work. (large group and personalized activity)

School

1. Take the children on a tour of the school or center. Introduce the children to the adult workers. Discuss their roles with the children. (large group activity)

2. Provide a simple map of the school or center. Have the children place pictures of workers in appropriate places. (small group activity)

3. Lead a discussion on the children's ideas of the teacher's role. Read *The New Teacher* by Miriam Cohen and have the children tell how their teacher helps them. (large or small group activity)

4. Take the children to visit the school office and ask the children to look for tools and machines used by office workers. (large group activity)

5. Help the children find pictures of objects used by office workers in old office catalogues and construct a collage of an office. (large group and personalized group activity)

Rescue Helpers

1. Introduce students to rescue helpers by displaying appropriate vehicles: fire truck, police car, and ambulance. Provide opportunities for the children to compare the similarities and differences among the vehicles, e.g., color, shape. (large group and personalized activity)

2. Introduce three rescue workers: fire fighter, police officer, and paramedic. Focus on their roles. Describe the equipment, tools, vehicles, and uniforms of each rescue worker. (large group activity)

3. Lead a discussion about rescue workers and their vehicles. Focus on clothing and equipment. (large group activity)

4. Using a flannel board, encourage the children to match the community helper to the appropriate vehicle, clothing, and equipment. (large group activity)

5. Provide an opportunity for the children to dress up as rescue workers and act out their own stories. Use additional props that lend themselves to this activity. (small group activity)

6. Review fire drill procedures. Conduct a mock fire drill. (large group activity)

7. Discuss fire safety at home and school. (large group activity)

   Suggested follow-up activities

   - Provide materials and assistance for the children to make a firefighter's hat. See Materials and Resources (**House/Blocks**) for sample pattern. (personalized activity)
   - Provide precut shapes for the children to make police badges and emergency vehicles. (personalized activity)
   - Encourage children to use the props in creative play. (personalized activity)
   - Invite rescue workers to visit. (large group activity)
   - Visit local fire house. (large group activity)

Medical Helpers

1. Introduce community helpers who work in the medical field: doctor, nurse, dentist, and dental hygienist. Use visual aids, posters, pictures, bulletin board displays, books, and puzzles. (large group activity)

2. Using building materials, the children may construct community buildings such as a hospital, a doctor's office, and a dentist's office. This activity may be adapted to other community buildings (e.g., a barber shop, grocery store, post office, or shoe store). (small group and personalized activity)

3. Read a book about going to the doctor or hospital such as *Going to the Doctor*, *Going to the Hospital*, or *Dr. DeSoto*. (large group activity)

4. During sharing time encourage the children to share their experiences relating to the doctor or dentist. (large group activity)

5. Provide props, medical kit, stethoscope to use in sociodramatic play. (small group activity)

Goods and Services Helpers

1. As an introduction, play the riddle game, Who Am I? Provide the children with a description of a helper, e.g., "I am carrying a big bag with letters in it. I leave them at people's houses. Who Am I?" Ask the children to name the helper. A variation could be to have the children select the appropriate picture from a group of community helpers. (large or small group activity)

2. Explain the job of sanitation workers and the important role they play in the community. (large group activity)

3. Discuss appropriate litter disposal. Using a waste basket, model the appropriate disposal method. Discuss with the children reasons for not littering. (large group activity)

4. Give each child a paper bag. Have the child decorate it to make a "litter bug bag." (personalized activity)

   Suggested follow-up activities

   - Visit your school's sanitation workers on trash pick-up day. (large group activity)

   - Provide material and assistance for a recycling project such as making cans into planters, or milk cartons into building materials; or make a "junk" collage. (personalized activity)

Extension Activities

1. Set out tools and clothing used by various helpers. Have the children select an item and tell which helpers use it and how they use it. (large or small group activity)

2. Provide an environment appropriate for sociodramatic play – props, costumes, puppets, dolls, vehicles, puzzles. These items should be readily available for small groups and individual students. (small group and personalized activity)

3. Take field trips with students to observe the jobs people do, the machines and tools they use, and the uniforms they wear. (large group activity)

4. Invite classroom visitation by community helpers. Include parents to explain their roles as community helpers. (large group activity)

5. Provide time for sociodramatic building in block center. (small group activity)

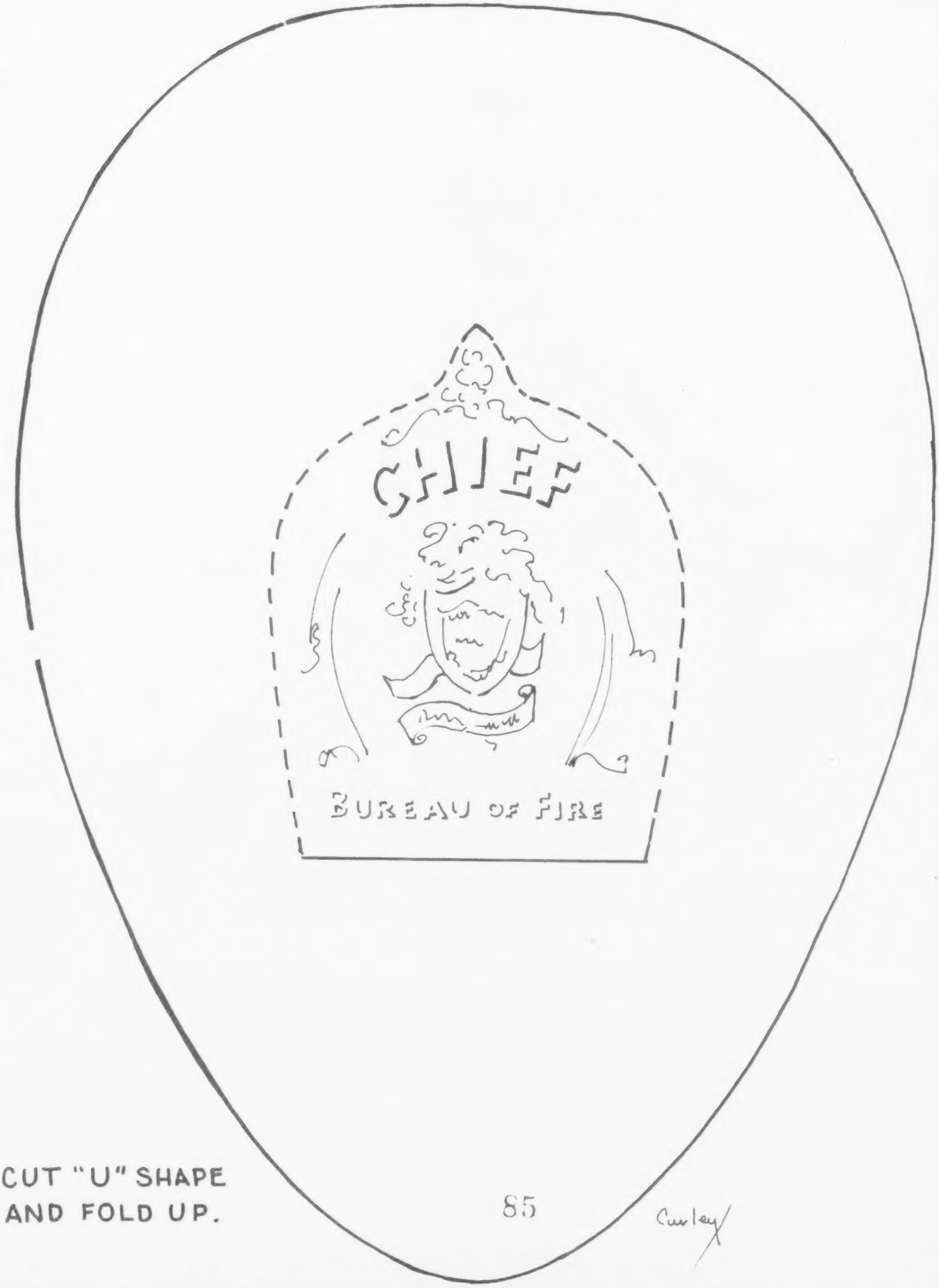
Materials and Resources

Art

old office supply catalogues

House/Blocks

career hats, costumes
cash register and money
tool kit
baking equipment
medical kit
typewriter and file folders
cardboard paper towel rolls
fire hoses
garden hoses, cut into pieces
wooden community helper figures
clean trash
newspapers
office equipment – stamp pads, paper clips, envelopes
firefighter's hat (see pattern on following page)



CUT "U" SHAPE
AND FOLD UP.

Curley

Small Manipulatives

model set of teeth and large toothbrush
puzzles
bristle blocks
Lincoln logs
plastic pipes
Duplo blocks
Tinker Toys
flannel board figures

Outside/Gross Motor

riding toys
large traffic signs
vehicles to push or pull

Language

pictures of helpers, equipment, and vehicles

Children's Books

The New Teacher (Cohen)

Going to the Doctor (Rogers)

Going to the Hospital (Rogers)

Doctor DeSoto (Steig)

[See also Appendix B, Children's Books, for additional book titles appropriate to this unit.]

Films

Alexander Has a Good Day (Coronet Film and Video)

Community: People Share a Place (BFA Educational Media)

Walking Safe (Media Guild)

The Big Yellow Fellow (Walter J. Klein Co.)

Communities Keep Clean (Coronet Film and Video)

Happy Helpers (Frith Films)

Hospital (Encyclopedia Britannica Corp.)

Our Community Services (Encyclopedia Britannica Corp.)

L.P. Records and Tapes

Won't You Be My Neighbor? (Rogers)
Young People's Record
  "Men Who Come to My House"
  "Let's Be Firemen"
  "Let's Be Policemen"

Additional Teachers' Resources

Circle Time Activities for Young Children (Brashera)
Activities for Three Year Old Children (Coletto)
Finger Frolics (Cromwell)
Early Childhood Resource Book (Karnes)
Making Music Your Own (Gaye)
Fingerplays and Rhymes for Always and Sometimes (Graham)
We Learn All About Community Helpers (MacDonald)
This Is Music for Kindergarten and Nursery School (McCall)
Meeting Music
  "Friendly Town"
  "The Baker"
  "The Milkman"
  "The Druggist"
  "The Traffic Policeman"
  "The Paper Boy"
  "My Haircut"

Exploring Feelings (Newman)
Rhymes for Learning Times (Scott)
When I Do, I Learn (Taylor)
Indoor Trips That Teach (Magos)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- help others, given the opportunity.
- assume responsibility when given a task.
- associate basic helpers with their responsibilities and equipment.
- practice appropriate health and safety rules through daily routines.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
HEALTH
ENVIRONMENT

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Small group discussions/individual conversations
3. Personalized activities
4. Sociodramatic play

TRANSPORTATION

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INTRODUCTION

Children learn about transportation from the time they are born. From the toy cars and bathtub boats at home to the wheel toys at preschool to the cars and buses in the community, each child has had experiences with many forms of transportation. Discussing and experiencing these many means of transportation can help the child make sense of his/her world.

Providing experiences with transportation will assist the child in developing language, naming and classifying the various means of transportation. The theme of transportation provides the opportunity for many creative activities and dramatic play. This unit also offers the opportunity for the teacher to introduce or reinforce basic safety rules.

Depending on the age and interests of children, they can be provided with experiences related to time, distance, and speed. Questions such as "Which is faster, which is slower?" encourage comparison and communication. Since many forms of transportation operate according to time schedules, children can discuss what happens if one is not there when the bus/airplane is scheduled to leave.

This unit also lends itself to thinking about transportation in the future. Children are exposed to spaceships through the media. Their natural curiosity in this area can be expanded through the unit activities.

Suggested Time: 20 Days

TRANSPORTATION

LEARNING OBJECTIVES

The student will be able to:

- learn to take turns in both supervised and unsupervised play.
- express an idea or feeling using available art materials.
- participate in sociodramatic play opportunities.
- exhibit judgment regarding safety procedures.
- name familiar people, places, and things.
- play roles observed in real life experiences.
- build a bridge using 3 blocks.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
ARTS AND THE HUMANITIES
HEALTH
ENVIRONMENT

CAREER COMPETENCIES

Personal Health
Listening
Speaking
Task completion
Cooperation
Self-direction

CONTENT

Major Areas of Study

- We can travel or carry things on land, on sea, or in the air.
- Many things we need every day are brought by different forms of transportation.
- There are many kinds of transportation.
- Vehicles take us many places.
- Vehicles need drivers to make them go.

Learning Activities

1. Conduct an introductory discussion on transportation with the children. Ask a child to walk across the room. Ask: "Could a doll walk across the room? How could a doll be moved?" Have the children demonstrate moving the doll (in a wagon, cart, etc.). Ask: "What are other ways for people to get from place to place?" (large group activity)

2. Take a walk to observe various means of transportation and traffic safety signs and lights. (large or small group activity)

3. Read a story about transportation. (large group activity)

4. Provide small trucks, cars, trains, boats, airplanes, helicopters, and traffic signs in the block center. Encourage children to build roads, bridges, airports, garages, and lakes. (small group and personalized activity)

5. Have the children classify small toy vehicles into groups according to cars (land), boats (water), and airplanes (air). (small group or personalized activity)

6. Find a large cardboard box. Cut it appropriately and allow the children to paint it to represent a vehicle. Place it in the housekeeping or block center. (small group activity)

7. Have the children make "snack cars" from celery sticks filled with peanut butter. Fasten carrot rounds to celery sticks with toothpicks to make wheels. Drivers and passengers may be represented by raisins or nuts. (small group or personalized activity)

8. Perform fingerplays from *Everyday Circle Time*, p. 190. (large or small group activity)

9. Sing and move to Hap Palmer's "How Are You Going?," *Learning Basic Skills Through Music, Vocabulary*. (large group activity)

10. Use small manipulatives such as Legos, Duplos, or puzzles to create or represent vehicles. (personalized activity)

11. Provide a steering wheel for the block or housekeeping center. (small group or personalized activity)

12. Create a collage from car brochures and pictures from magazines. (small group or personalized activity)

13. Display a suitcase and say, "We are going on a trip. What do we need to take?" Ask the children to think of objects they might pack in the suitcase. Record answers on an experience chart. (Prompt the children if necessary.) Provide suitcases for play in the block and housekeeping centers. (large and small group activity)

14. Use wheel toys outside. Provide hoses, buckets, and sponges for a car wash. Add nozzles to hoses to create gas station hoses. Add dress-up clothes, hats, notebooks, and safety signs to be used by police officers. (small group and personalized activity)

15. Add road safety signs or symbols to block and sociodramatic area such as stop sign, pedestrian crossing, railroad, traffic light, curves ahead.

Bus

1. Sing "Wheels on the Bus," *The 2nd Raffi Songbook*, p. 43. (large or small group activity)

2. Cut out a form of a large bus. Allow the children to paint the bus yellow, leaving the windows blank. Provide circles for the children to create a self-portrait or use photographs to paste onto the bus windows. (small group and personalized activity)

3. Read *School Bus* by Donald Crews. Invite a bus driver to come in and discuss safety rules, or go on a bus trip. (large or small group activity)

Subway (where available)

1. Discuss how some people use the subway instead of taking a car, bus, or train. (large group activity)

2. Take a short ride on the subway. (large group activity)

3. Write an experience chart story about the subway trip. (small group or individual activity)

Train

1. Read *Freight Train* by Donald Crew or *The Little Engine That Could* by Watty Piper. (large group activity)

2. Make a train by having the children sit one behind the other with feet forward, knees up and hands on the shoulders of the child in front. Children will move the train by scooting on their bottoms to the music. Explore different ways of making trains. (large group activity)

3. Sing "I've Been Working on the Railroad," from *Go In and Out the Window*, p. 70, and "Down by the Station," *Go In and Out the Window*, p. 37. (large group activity)

4. At snack time discuss how our food gets from the farm to the stores and from the stores to the school. (small group activity)

5. Provide materials for the children to create a train car (paper, paste, scissors, etc.). (personalized activity)

6. Make milk carton trains by having the children decorate milk cartons. Add wheels and assemble to look like a train. (personalized activity)

7. Invite a railroad worker to visit the class to discuss the different jobs that need to be done on the railroad. (large or small group activity)

8. Visit a train station or take a subway or trolley ride if possible. (large group activity)

Boats

1. Read *Little Toot* by Hardie Granatky.

2. Sing "Row, Row, Row Your Boat," *The 2nd Raffi Songbook*. Have partners sit facing each other, holding hands, and rocking back and forth to the music. Explore other ways to row boats to the song. (large group activity)

3. Have the children experiment by dropping a variety of objects in water to see what will float. (personalized activity)

4. Have the children create sailboats from styrofoam meat trays by sticking a straw to the tray for the mast and a paper triangle for the sail. The children can move these sailboats in the water by blowing. (small group and personalized activity)

5. Sing "I Had a Little Sailboat," *Singing and Dancing for the Very Young*, p. 44. (large group activity)

6. Have the children make snack sailboats from apple quarters with cheese triangles on toothpicks for sails. (small group activity)

7. Display pictures of various types of boats. (large group activity)

8. Provide paper, cut in sailboat shapes, for the children to paint with water colors. (personalized activity)

Airplanes

1. Read *Airport* by Byron Barton. Discuss traveling long distances with the children. (large or small group activity)

2. Have the children lie in the grass or take a walk to look for airplanes. (large or small group activity)

3. Make paper airplanes with the children. Allow the children to fly the airplanes outdoors or in a large open space. (small group or personalized activity)

4. Visit an airport. Arrange a tour of a real airplane. (large group activity)

5. Provide tickets, chairs, stampers, staplers, suitcases for a housekeeping center ticket counter. (small group and personalized activity)

6. Sing "Riding in The Airplane," *The 2nd Raffi Songbook*, p. 81. (large group activity)

7. Have the children move to music, imitating airplanes, helicopters, etc. (large group activity)

8. Send home a note to parents asking if anyone has any interesting vehicles to bring to school for the children to explore. (large or small group activity)

Spaceships

1. Watch a videotape segment of spaceship take-off and landing. Have children discuss this. (large group activity)

2. Construct a large spaceship from boxes and assorted materials.

3. Discuss "space food." Provide samples available from museums.

4. Provide role play costumes.

Materials and Resources

Art

stamper, stamp pads
car brochures
styrofoam meat trays
straws

Discovery

machines, pulleys, levers
motors
kites, windsocks, pinwheels

House/Blocks

toy vehicles
hats
tickets
dolls
small traffic signs
steering wheels
large cardboard box
suitcases
hoses, sponges, buckets, nozzles
police officer dress-up clothes

Children's Books

School Bus (Crews)

Freight Train (Crews)

Little Toot (Granatsky)

Airport (Barton)

[See Appendix B, Children's Books, for additional titles appropriate to this unit.]

L.P. Records and Tapes

Preschool Fitness (Melody House)

Peanut Heaven (Cappelli)

"All Aboard the Train"
"My Yellow Truck"

Rhythm and Rhyme Activities for Early Childhood (Lucky)

Movin' (Palmer)

Activity Songs for Kids (Scholastic Records)

Additional Teachers' Resources

Everyday Circle Time (Wilmes)

Learning Basic Skills Through Music, Vocabulary (Palmer)

Finger Frolics (Cromwell)

Early Childhood Resource Book (Karnes)

The 2nd Raffi Songbook (Raffi)

Go In and Out the Window (Metropolitan Museum of Art Staff)

"Skye Boat Song"

Fingerplays and Rhymes for Always and Sometimes (Graham)

Early Childhood Activities (Commins)

Resources for Creative Teaching in Early Childhood Education (Flemming and Hamilton)

American Folk Songs for Children (Seeger)

"Riding in the Buggy, Miss Mary Jane"
"What Shall We Do When We All Go Out?"
"Scraping Up Sand in the Bottom of the Sea"

Singing and Dancing for the Very Young (Nelson)

"Train Is A-Comin'"

Do Your Ears Hang Low? (Glazer)
"Michael, Row the Boat Ashore"
Favorite Poems Old and New (Ferris)
"Country Trucks"
"There Are So Many Ways of Going Places"
"Song of the Train"
"Riding in an Airplane"
"Trucks"

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- name some vehicles.
- demonstrate with toys how vehicles move.
- incorporate transportation roles in sociodramatic and block play.
- experience taking turns.
- use art materials in culminating activities.
- demonstrate a beginning knowledge of safety rules.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
ARTS AND THE HUMANITIES
HEALTH
ENVIRONMENT

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Group discussion
3. Personalized activities
4. Sociodramatic play

FARMS

INTRODUCTION

This unit will provide young children with the opportunity to explore life on a farm. The children will develop an awareness of the basic human need for food and of the role the farm plays in providing that food. Through a variety of activities, including a farm visit, the children will become familiar with the roles of farm workers, the various farm animals, the many crops raised on a farm, and farm buildings and equipment. Special emphasis should be placed on the contributions that the farm makes to the children's lives. These concepts should be developmentally appropriate and should not stress the loss of life of animals.

This unit is designed for children who live in rural, suburban, or urban communities. The teacher should adapt the activities to the needs and resources of the community.

Movies, videotapes, filmstrips, stories, and songs related to the farm will help develop the children's concept of farm life. These experiences along with teacher-led discussions should be followed by a variety of sociodramatic play activities. The teacher should design a classroom environment that encourages the children to create their own imaginary farm play. Toys, manipulatives, costumes, and other props should be readily available.

By the end of this unit the children should be able to compare life on a farm with life in an urban or suburban area. This comparison should be based on the children's personal experiences.

Suggested Time: 15 Days

FARMS

LEARNING OBJECTIVES

The student will be able to:

- express thoughts and feelings and communicate them to others.
- name familiar people, places, things.
- listen to and repeat fingerplays, stories, and nursery rhymes.
- play roles observed in life's experiences.
- use small manipulatives to construct or to play.
- assemble an 8-10 piece puzzle.
- participate in sociodramatic play.
- depict a theme or experience using various media.
- sing a variety of songs.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES
ENVIRONMENT
ANALYTICAL THINKING

CAREER COMPETENCIES

Personal Health
Creative thinking/Problem solving
Listening
Speaking

CONTENT

Major Areas of Study

- We need food.
- A farm is a place in the country that grows food.
- Crops and animals are raised on farms.

- Farm animals are useful.
  - Horses provide transportation.
  - Chickens lay eggs.
  - Cows and goats give milk.
  - Dogs guard other animals.
  - Sheep supply wool.
- There are special buildings on farms: pens, sheds, barns, coops, silos, stables, houses.
- The farmer needs special tools and machines to do his/her work.

Learning Activities

1. Show a filmstrip, movie, or video related to the farm unit. (large group activity)
2. Lead a discussion encouraging the children to recall the workers, animals, crops, buildings, and equipment seen on a farm. (large group activity)
3. Provide an environment rich in farm-related materials, including pictures and models. (small group or personalized activity)
4. Read the book *The Farmer* by Rosalinda Knight. (large group activity)
5. Provide materials for the children to make a mural, including the farm family, farm workers, buildings, and equipment. (personalized activity)
6. Sing farm songs; recite fingerplays and rhymes. (large group activity)
7. Display books about farm life. (small group or personalized activity)
8. Sort and count toy farm animal figures. (small group activity)
9. Plan a trip to a farm. Prepare the children for the farm trip through discussions, stories, movies, etc., related to the farm visit. (large group activity)

10. Visit a farm. Provide the opportunity for the children to discuss their visit and to create pictures about their farm trip. The children may dictate sentences or stories about their pictures, or write, using invented spelling.* (large group and personalized activity)

11. Display children's work; create a book. (large group and personalized activity)

Suggested follow-up activities

- Prepare an experience chart related to the farm visit. (large or small group activity)
- Provide farm-related puzzles, lotto games, and animal shape templates for personalized activities. (personalized activity)
- Provide farm songs and farm stories in the listening center. (small group or personalized activity)
- Prepare a prop box for sociodramatic play. Include costumes, plastic gardening tools, toy tractors, wheelbarrow, etc. (small group activity)

Optional activities

- Compare birds hatching from eggs to mammals bearing live young and nourishing them with milk. (large group activity)
- Bring a kitten, puppy, or rabbit to class. Discuss the baby animal's needs, how the mother cares for it, and how the children can help care for the animal. (large group activity)

12. Show pictures of roosters, hens, and chicks. Point out that hens lay eggs that can hatch or provide food for us. (large group activity)

Optional activities

- Incubate a fertilized egg.
- Bring in eggs. Examine raw eggs. Poach, scramble, soft-cook, and hard-cook eggs. Make egg salad. Help the children to compare the appearance and taste of the egg dishes. (small group activity)

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* If a video camera is available, an adult can videotape the farm trip experience. The children can take turns taking the tape home to show their families.

13. Introduce wool as a product obtained from sheep. Allow the children to examine yarn, wool cloth, and wool mittens or scarves. Teach the song "Baa, Baa, Black Sheep." (large or small group activity)

14. Introduce milk and dairy items as products obtained from cows. Have a "tasting dairy products" party. Provide milk, cottage cheese, sour cream, yogurt, cheese, etc.

    Optional activities

    - Make butter.
    - Make ice cream. (small group activity)

15. Provide materials for the children to make animal puppets for sociodramatic play. (small group and personalized activity)

16. Discuss terms: fences, barn, stable, coop, and pen. Encourage the children to build shelters for animal figures in the block center. (small group activity)

    Optional activity

    - Using some precut shapes, empty tissue rolls, and other materials, help the children make barns. Add a silo made from a cardboard cylinder covered with brick paper.

17. Play music for rhythmic movement. Encourage the children to trot like a pony, skip like a lamb, waddle like a duck, jump like a rabbit, gallop like a horse, roll like a pig, leap like a frog, and stretch like a cat. (large group activity)

18. Read *The Little Red Hen* and discuss the story. (large group activity)

19. Plant corn seeds in the classroom or in a garden with the children. Tend the plants daily and watch them sprout and grow. Count the sprouts each day with the children. (small group activity)

20. Dramatize a seed growing. Have the children get down on the floor and be as small as they can. Then have someone pretend to water each plant (child). The children begin to stretch up, pantomiming a growing sprout. Add music to enhance this activity. (large group activity)

    Suggested follow-up activities

    - Provide seeds, paper, and glue for making seed collages. (personalized activity)
    - Pop corn or bake corn muffins. (small group activity)

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- Have the children make corn cob prints by cutting the cob in circular pieces and dipping the circles into paint. (small group activity)

21. Add other vegetable seeds to the garden. Carrots, beans, lettuce, tomatoes, and zucchini grow quickly. Have the children make labels to organize their garden into rows.

    Suggested follow-up activities

    - Harvest the vegetables and make a vegetable salad or soup, or serve vegetables and dip.
    - Root carrots, sweet potatoes, or beet tops in a shallow container with a small amount of water.

22. Show the filmstrip or read the book *Blueberries for Sal* by Robert McCloskey. Lead a discussion about fruits. Stress that fruits grow on trees, bushes, and vines. (large group activity)

    Suggested follow-up activities

    - Take a trip to a fruit orchard, strawberry farm, or someone's back yard to pick fruit. (large group activity)
    - Squeeze oranges to make juice.
    - Make fruit salad or serve sliced fruit and dip.
    - Bake an apple pie, blueberry muffins, or strawberry tarts.
    - Make caramel apples.
    - Read the story *Eat Up, Gemma* by Sarah Hayes.

Materials and Resources

Art

bags or socks for puppets
precut shapes
toilet tissue rolls
brick paper
corn on a cob
farm animal templates

Discovery

seeds
wool, yarn, cloth, wool mittens, scarves
vegetable seeds
gardening tools
corn stalks
hay

Small Manipulatives

toy farm animal figures
farm puzzles
farm lotto

House/Blocks

costumes
plastic gardening tools
toy tractors
wheelbarrow
baskets and crates
pails
plastic fruits and vegetables

Children's Books

The Farmer (Knight)

The Little Red Hen (Zemach)

Blueberries for Sal (McCloskey)

Eat Up, Gemma (Hayes)

[See Appendix B, Children's Books, for additional book titles appropriate to this unit.]

Fingerplays

Fingerplays and Rhymes for Always and Sometimes (Graham)

"Baby Chicks"

"Barnyard Chatter"

"The Colt"

"How Now Brown Cow"

Rhymes for Learning Times (Scott)

"The Farm" (collection of fingerplays)

Songbooks

Learning Basic Skills Through Music, Volume I (Palmer)

Piggyback Songs (Warren)
  "I'll Plant a Little Seed" (Grecian)
  "Flower Garden" (Giles)

More Piggyback Songs (Warren)
  "Farm Sounds"
  "Farm Animals"

American Folk Songs for Children (Seeger)
  "Bought Me a Cat"

Singing Bee (Hart)
  "Baa, Baa, Black Sheep"
  "Little Bo-Peep"
  "Little Boy Blue"
  "The Farmer in the Dell"
  "Go Tell Aunt Rhody"

Raffi Singable Songbook (Raffi)
  "Cluck, Cluck, Red Hen"
  "Six Little Ducks"

The 2nd Raffi Songbook (Raffi)
  "Oats and Beans and Barley"
  "Ducks Like Rain"
  "Down on Grandpa's Farm"

L.P. Records and Tapes

Walk Like the Animals (Early Learning Materials)

Films

Farm Community (Encyclopedia Britannica)
Farm Family in Autumn (Encyclopedia Britannica)
Farm Family in Summer (Encyclopedia Britannica)
Farm Family in Winter (Encyclopedia Britannica)
Milk (Encyclopedia Britannica)

Milk and Milk Food (Coronet)
Cow (Churchill Films)
Farm Animals (Encyclopedia Britannica)
Farmyard Babies (Coronet)
Hey, Cow (National Dairy Council)
Uncle Jim's Dairy Farm (National Dairy Council)
Farm Animals in Rhyme (Coronet)

Additional Teachers' Resources

The Year at Maple Hill Farm (Provensen)
Machines on the Farm (Morston)
The Farm (Humphrey)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- recognize the farm as a source of food.
- name farm animals.
- name several farm crops.
- identify the farm buildings: barn, farmhouse, and silo.
- describe how a farm animal is useful.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES
ENVIRONMENT
ANALYTICAL THINKING

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Group discussions
3. Personalized activities
4. Sociodramatic play

ANIMALS

INTRODUCTION

Animals are part of the world around us. Learning about animals exposes the children to the needs of living things: air, food, and water. When young children learn about the needs of animals, they can compare these needs to their own.

Children should be encouraged to share their positive experiences with various animals. It is important that the teacher avoid imparting any personal negative feelings about particular animals. Modeling a positive attitude toward all animals lets the child know that all life is valuable.

Children often have first-hand knowledge of animals through experiences with pets, visits to zoos and farms, and nature walks. In addition, they may have gained knowledge about animals through playing with toys, hearing stories, or viewing television programs and films. The teacher should use these experiences as a foundation for this unit.

The "Animals" unit is a natural link to the Farms unit in which many farm animals are discussed. Children will explore animal behaviors and habitats.

Suggested Time: 20 Days
(possibly integrated with Farm,
Seasons, Transportation units)

ANIMALS

LEARNING OBJECTIVES

The student will be able to:

- name familiar persons, places, or things.
- ask simple questions.
- play roles observed in life's experiences.
- sort objects according to size, color, shape, and use.
- distinguish between fantasy and reality.
- use senses to gather information.
- depict a theme or experience using a variety of media.
- exhibit judgment regarding safety procedures.

GOE

MATHEMATICS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES
HEALTH
ENVIRONMENT
SCIENCE AND TECHNOLOGY

CAREER COMPETENCIES

Personal Health
Listening
Speaking
Creative thinking/Problem solving

CONTENT

Major Areas of Study

- Animals come in all sizes, shapes, and colors.
- Some animals swim.
- Some animals walk and run.

- Some animals fly.
- Animals need air, food, and water.
- Pets and baby animals need others to care for them.
- Animals live in different places.
- Some animals have fur, feathers, or scales.
- Some animals make good pets.
- Some animals are wild.
- Animals have babies.
- Some animals lay eggs.

Learning Activities

1. As an introduction to this unit, read a story about pets. Ask the children: "Do you know any pets?" Record responses on an experience chart. Follow-up questions could include, "What kind of pet would you like to have?" (large group activity)
2. Invite a speaker from your local animal shelter to visit and discuss safety with animals and care of pets. The speaker may bring an animal to show the children if the setting allows. (large group activity)
3. Invite parents to accompany the children's pets to school or ask families to send in photographs of their pets for display in the classroom. (large group activity)
4. Visit a pet store (if available). Investigate the store beforehand to make certain the store exemplifies humane conditions. (large group activity)
5. Provide stuffed animals, collars, leashes, empty pet food containers, bowls, cash register, bird cage, bones, etc., for the housekeeping center to encourage "pet store" play. (small group or personalized activity)
6. Create pet animals out of paper plates, a variety of cut-out shapes, and paper fasteners. Allow the children to create their own animals and name them. Do not make a model for children to follow but allow them to create their own. (large or small group activity)
7. The children may dictate a story about their paper plate pet or write, using invented spelling. (small group activity)

8. Have the children bring in stuffed animals and have a pet show during sharing time. Award prizes to all pets. Take photographs of the pet show and create a pet show book for the library corner. Read *Pet Show* by Ezra Jack Keats. (large group activity)

9. Play games with animal themes such as Doggy, Doggy, Where's Your Bone? or Duck, Duck, Goose. You may use "The Piggy Song" from the Macmillan Sing and Learn Program. (large or small group activity)

10. Ask the children: "What do pets need to live?" Elicit responses from the children. Show a variety of objects that pets need and some that they don't need. Have the children select the appropriate objects. (large or small group activity)

11. Introduce a classroom pet. Have the children name the pet and take turns being the pet helper. You may incorporate this activity with the trip to the pet store to buy the pet. (large or small group activity)

12. Take a nature walk or field trip to a park or nature center to look for and observe small animals. Emphasize to the children that they should be quiet so as not to frighten any animals away. Look for squirrels, birds, chipmunks, and rabbits. Bring back samples of what animals eat. Remind the children to leave the rest for the animals and not to eat acorns or berries themselves. (large group activity)

13. Read *Are You My Mother*? by P.D. Eastman. Discuss how animal parents care for their young. Discuss how most baby animals look like their parents and introduce a matching activity with pictures of animal babies and parents. (large group activity)

14. Set up an observation window to observe animals if the setting allows. Provide binoculars for the children or have them focus through paper towel rolls. Have the children make binoculars by taping toilet paper or paper towel rolls together. (large or small group activity)

15. Discuss how the animals find food and what some animals eat. Display seeds, acorns, berries, and bird seed. An animal puppet may facilitate conversation. (large or small group activity)

16. Make a bird feeder from pine cones. Allow children to spread peanut butter on the pine cones, roll them in bird seed, and attach a string to them to hang in a tree. (large or small group activity)

17. Use appropriate fingerplays and songs. (large group activity)

18. Read stories about animals and animal homes. Provide many animal resource books for the library center. (large or small group or personalized activity)

19. Display pictures of woodland animals and discuss ways they differ and ways they are the same (bear, moose, skunk, raccoon, deer, etc.). (large or small group or personalized activity)

20. Have the children listen to a recording of animal sounds such as "Animal Sounds," *Tempo for Tots*, and imitate these sounds. The children may sing "The Barnyard Song," *Eye Winker*, p. 10. (large or small group activity)

21. Use animal stampers and stamp pads to create designs. (personalized activity)

22. Have the children cut out magazine or wallpaper pictures of animals for a collage. (personalized activity)

23. Provide scrap paper shapes from which the children may create animals. (personalized activity)

24. Provide toilet paper or paper towel rolls, boxes, tape, pipe cleaners, juice cans, oatmeal boxes, buttons, and fur or feathers. Encourage the children to make an animal sculpture. (personalized activity)

25. Have the children use animal shape cookie cutters or create free form animals with playdough or clay. (small group and personalized activity)

26. Provide a variety of toy animals in the block center to encourage sociodramatic play. (small group and personalized activity)

27. Have the children classify plastic animals or pictures by color or pattern, or allow the children to develop their own system of classification. (personalized activity)

28. Encourage the children to imitate animal movements. Have the children experiment with a variety of ways for one animal to move. "Sammy," from *Getting to Know Myself* by Hap Palmer, provides an appropriate accompaniment.

29. Create a discovery table. Include samples of fur, feathers, snake skin, shells, starfish, egg shells, nests, bones, etc. (personalized activity)

30. Take a field trip to a zoo, farm nature center, state or city park, or aviary. (large group activity)

Materials and Resources

Art

magazines
paper bags, paper plates
paper fasteners
toilet paper rolls
wallpaper sample books
animal stampers and stamp
animal cookie cutters
pipe cleaners
buttons, fur, feathers, leather

Discovery

pictures of animals
models of animals
pet brushes, combs
collars, leashes
bones, nests

House/Blocks

wooden or plastic animals
stuffed animals
empty pet boxes
bird cage
cash register
pet supplies

Language

animal puppets
models or pictures of insects, birds, animals from foreign lands

Children's Books

Pet Show (Keats)

Are You My Mother? (Eastman)

Swimmy (Lionni)

Blue Sea

[See Appendix B, Children's Books, for additional book titles appropriate to this unit.]

Fingerplays

Let's Do Fingerplays (Grayson)
"There Was a Little Turtle"
"My Turtle"
"The Alligator"
"Kitten Is Hiding"
"This Little Squirrel"
"Little Bird"
"Bunny"

Musical Games, Fingerplays, and Rhythmic Activities for Early Childhood (Wirth)
"The Old Grey Cats Are Sleeping"
"The Acorn Song"
"Five Little Chickadees"
"Blue Bird"
"Five Little Bunnies"
"Bear Hunt"
"Teddy Bear"

Rhymes for Learning Times (Scott)
Let's Pretend Activities for Early Childhood (Scott)
"Yawns"
"Sleepy Kitten"
"How They Rest"

Songbooks

Go In And Out the Window (Metropolitan Museum of Art Staff)
"All the Pretty Little Horses"
"Baa, Baa, Black Sheep"
"Bingo"
"Eeensy, Weensy Spider"
"A Frog Went A-Courtin'"
"Pop! Goes the Weasel"

Raffi Singable Songbook (Raffi)
- "Robin in the Rain"
- "Six Little Ducks"
- "Cluck, Cluck, Red Hen"
- "Flower Garden" (Giles)

The 2nd Raffi Songbook (Raffi)
- "Baby Beluga"
- "Over in the Meadow"
- "Five Little Ducks"
- "Ducks Like Rain"
- "Octopus's Garden"

Eye Winker, Tom Tinker, Chin Chopper (Glazer)
- "The Bear Went Over the Mountain"
- "The Barnyard Song"
- "Bingo"
- "Hickory Dickory Dock"
- "I Know an Old Lady"
- "The Little White Duck"

Singing and Dancing Games for the Very Young
- "My Name Is Little Yellow Bird"
- "My Pigeon House"
- "Flying Horses"
- "Proud Ponies"
- "Peter, Peter, Penguin"
- "Kitty Cats"

American Folk Songs for Children (Seeger)
- "Old Mister Rabbit"
- "Bought Me a Cat"
- "Little Bird, Little Bird"
- "Hop, Old Squirrel"

L.P. Records and Tapes

Getting to Know Myself (Palmer)
- "Sammy"

"The Puppy Song"
"Trip to the Zoo"
"Kittens"
Animals (Macmillan Sing and Learn Program)
Tempo for Tots (Melody House)

Films

Insects and Their Homes (Coronet)
Birds: How They Live, Where They Live (BFA Educational Media)
Birds in the City: A First Film (BFA Educational Media)
Animals and Their Homes (Coronet)

Additional Teachers' Resources

Favorite Poems Old and New (Ferris)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- demonstrate sensitivity to animals and their needs.
- name familiar animals.
- identify the characteristics of various animals.
- demonstrate care for animals.
- understand that animals are living beings that eat, sleep, and grow.

SOS

COMMUNICATION SKILLS
MATHEMATICS
SELF-ESTEEM
UNDERSTANDING OTHERS
ARTS AND THE HUMANITIES
ENVIRONMENT
SCIENCE AND TECHNOLOGY

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Group discussions
3. Personalized activities
4. Sociodramatic play

BUILDINGS

INTRODUCTION

Young children are fascinated with buildings and the process of constructing them. The preschool classroom is an ideal setting for children to expand their natural interest in construction and demolition.

Construction affords many opportunities to integrate the cognitive, social, and motor skills. This theme provides for small and gross motor activities and rich language experiences as the children interact with staff and one another in cooperative and individual play. Classifying by shape and size, labeling objects, learning position words, developing math concepts, and experimenting with balance are learning outcomes which may occur during informal construction.

Shelter is the first concept to be explored by the children. They learn that homes are built to provide families with protection and safety. Many types of structures such as apartments, single-family homes, mobile homes, etc. serve as shelters.

In this unit, children will be introduced to construction materials and the people who use them, such as architects and construction workers. Our communities are made up of many kinds of buildings; children will enjoy exploring the neighborhood and looking at buildings.

Areas which are best suited to construction projects are blocks, manipulatives, art, and woodworking. If space permits, inside or outside long-term constructions may be built by the children.

This theme integrates well with many other units in this curriculum. It is, therefore, suggested that the theme of buildings be introduced as a whole but that many activities and experiences be used during the year to enhance and expand the themes of other units, e.g., Community Helpers, All About Me, and Shapes.

Many occasions during the school year afford the opportunity to discuss the purpose and composition of buildings. The teacher should capitalize on these moments to achieve the learning objectives of this unit. The activities listed here are intended to be a springboard for the teacher's creativity in using building as a theme, e.g., Homes Around the World or Animal Homes.

As with many experiences in school, safe construction procedures should be emphasized and monitored.

Suggested Time: 20 Days

BUILDINGS

LEARNING OBJECTIVES

The student will be able to:

- express thoughts and feelings and communicate them to others.
- use large and small manipulatives to construct or to play with.
- use direction and position terminology.
- care for classroom materials.
- learn to take a turn in both supervised and unsupervised play.
- participate in cooperative play.
- depict a theme or experience using a variety of media.
- exhibit judgment regarding safety procedures.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ENVIRONMENT
HEALTH
ANALYTICAL THINKING
MATHEMATICS
ARTS AND THE HUMANITIES
SCIENCE AND TECHNOLOGY

CAREER COMPETENCIES

Listening
Speaking
Creative thinking/Problem solving
Self-direction
Cooperation

CONTENT

Major Areas of Study

- A shelter is a structure that protects us.
- There are many types of shelters.

- Our community is made up of buildings.
- Buildings are constructed from different materials.
- Architects and construction workers build buildings.
- Buildings have insides and outsides.
- We can build buildings of many shapes and sizes.
- Cooperation is needed to build buildings.

Learning Activities

1. To introduce the concept of buildings, tell the traditional story of *The Three Little Pigs*, using whatever ending you want. You may tell the story orally or by using a flannel board, filmstrip, action, or song. Lead the children in a discussion of the reasons why the pigs needed a house, what materials they used to build their houses, and what happens to each house. (large group activity)

   Suggested follow-up activities

   - Have the children construct the pigs' houses, using wood pieces, straw, and blocks. (personalized activity)
   - Encourage the children to tell or act out the story. (small group activity)

2. Using the recall of *The Three Little Pigs*, have the children discuss what they think a shelter is. Emphasize that a shelter is a place to live and that it keeps us protected from the rain, snow, heat, etc. Read *Come Over to My House* by Theo LeSieg and discuss the different types of houses that the children live in around the world. Ask the children about their own homes. (large group activity)

3. Photograph buildings in your community. Discuss the buildings and their uses. Hold up photographs for children to identify. (large or small group activity)

4. Take snapshots of buildings in the community. Use the photos to make matching games. (small group or personalized activity)

5. Take a walking trip around the neighborhood, town, or community. Let the children observe and relate what they can about the buildings. Point out the size, shape, and special features such as special needs ramps and doorways. This is a good time to point out different building materials. (large group activity)

6. Following a walking trip, make an experience chart about buildings. The children may make illustrations to accompany the chart. (large group activity)

7. Use a doll house, or one of the children's constructions, to aid in discussing the inside and outside of the structure. Ask the children to tell what may be found inside a house. (large or small group activity)

8. Show various items or objects from buildings familiar to children, e.g., hospital, school, home. Have the children guess the buildings in which these items belong. (large or small group activity)

9. Read *The Little House* by Virginia Burton or a similar story. Discuss the various jobs and materials needed to complete a house. Encourage the children to play the roles of the various construction workers. (large or small group activity)

10. Have the children construct a village or table top town using Lincoln Logs, Duplo or Lego blocks, and Tinker Toys. If possible, allow the construction to remain standing so the children can add to or change it on a daily basis. (large or small group activity)

11. Obtain blueprints from an architect. Explain that an architect is a person who plans a building and that each building is drawn before it is built. Help the children draw a "blueprint" of a structure which they have built or are planning to make. (small group and personalized activity)

12. Invite a carpenter or construction worker to your classroom to discuss tools and safety procedures to be considered when building. (large group activity)

13. Provide a construction prop box for dramatic play. (small group activity)

14. Make a pictograph comparing the color of the children's houses. Have precut squares of colored paper available so that each child may select the color that looks most like his/her house. Then help the children paste their squares on a large sheet of paper, putting like colors in a line. Then ask the children if anyone can tell which color has the most squares. (large or small group activity)

15. Provide large boxes such as stove or refrigerator boxes for the children to create a building of their own design. (small group activity)

16. Open both ends of medium sized boxes and tape them together to form a tunnel. Children may crawl through the tunnel and decorate it as they wish. For example, at Halloween, it could be a haunted house. Similar projects might be to construct a boat or pirate ship, a castle (with drawbridge), etc. Refer to the book *Secret Spaces, Imaginary Places* by Elin McCoy. (small group activity)

17. Provide the children with shoe boxes to construct apartment buildings, etc. Staple the open shoe boxes together in three rows of two. Children may cut or tear paper or pictures from magazines to furnish their houses, apartments, etc. (small group and personalized activity)

18. Have the children bring in photographs of their houses. Use photographs to create a bulletin board display. Children may then draw pictures of their houses and paste them on milk cartons. Use these houses to create a neighborhood. (small group and personalized activity)

19. Provide empty milk cartons and boxes which children may glue together to make semi-permanent structures of their own design. An option is to have the children create three-dimensional structures by gluing various sizes of paper tubes onto cardboard. The sculpture may later be painted, and the child may dictate a story or write, using invented spelling, to create a story about his/her special building. (small group and personalized activity)

20. Provide a variety of three-dimensional materials in the art center. These may include some of the following: styrofoam, cardboard boxes and rolls, wood bits, sticks, yarn, pipe cleaners, and assorted found materials for children to construct three-dimensional sculptures or buildings, using glue and/or paint. (small group or personalized activity)

21. Provide opportunities for the children to experience the way real building materials change during use. For example, the children may cast plaster of paris in aluminum foil molds set in sand. Clay or playdough may be molded in small boxes (such as those used for kitchen matches), air dried, and then used as bricks. (small group or personalized activity)

22. Use the snow in the schoolyard play area to build an igloo as a cooperative project from children's snowballs. Cut into a large pile of snow to form a tunnel. Milk cartons make excellent forms for snow bricks. Fill with water and freeze. (large group activity)

23. Provide wet sand for children to make sand castles or city buildings. (small group or personalized activity)

24. Provide magazines for the children to find pictures of buildings. Have the children cut or tear the pictures out of the magazines and paste on large sheets of butcher paper to make the skyline of a city. (small group or personalized activity)

25. Pounding golf tees into styrofoam or heavy foam can be a first woodworking experience for young children. Hammers from pounding benches may be used. The children may pound tees and take them out over and over again.* (small group or personalized activity)

26. Beginning woodworking* includes learning how to pound the nail on its head, either into soft wood or into an old tree stump outside. Woodworking later may include nailing accessories such as frozen juice can lids to the wood. Twist ties or wire may be added for decoration. Provide scrap wood, hand drill, hammer, screwdriver, saw, nails, and screws. Demonstrate how to use the tools, emphasizing safety. When sufficient personnel are available for class supervision, allow the children to use tools and make wooden structures in the woodworking area. To enable children to recognize natural sources of woods, provide twigs and sticks for sawing. (small group and personalized activity)

27. Construct a sandwich. Provide a variety of sandwich fixings and allow each child to build a sandwich of his/her own choice. (small group and personalized activity)

28. Cheese Hammers: Cut cheese into cubes. Have the children poke a pretzel stick into a cheese cube to make a "hammer." Teach the fingerplay "Johnny's Hammer," *Let's Do Fingerplays*, p. 67, before the children eat their "hammers." (small group and personalized activity)

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* Note: Safety goggles are suggested for woodworking activities.

29. Make graham cracker "gingerbread" houses. Provide each child with a paper plate, two full-sized rectangular graham crackers, and two square half-crackers. Use frosting (see recipe below) to glue pieces together. You may want to do this part ahead. Have the children use the two whole rectangles to make the roof. Let harden several hours. Glue two square half-crackers to roof to make front and back walls. Let harden. Use frosting and a variety of small foods to decorate, e.g., cereal, raisins, gumdrops, pretzels, etc. (small group and personalized activity)

Frosting

6 egg whites
1/2 tsp. cream of tartar
2 lbs. powdered sugar

Beat egg whites and cream of tartar until foamy. Beat in the powdered sugar until light and fluffy. Store covered.

30. Teach songs and fingerplays about buildings. Sing "This Is the Way We Build Our House" to the tune of "Here We Go Round the Mulberry Bush." Have the children suggest additional verses. (large or small group activity)

31. Adapt the song "Are You Sleeping?" using such terms as building, hammering, etc. You may also use the names of individual children and have them respond. (large or small group activity)

32. Learn, sing, and play "Go In and Out the Window." One version may be found in the music book *Go In and Out the Window*, p. 46. (large or small group activity)

33. Adapt the song "Rig-a-Jig-Jig," using the words, "As I was walking down the street . . . a bakery shop I chanced to see . . . ." Use any building name that fits your community. (large or small group activity)

34. During block play utilize every opportunity presented to stimulate and reinforce language experiences. Discuss sizes, shapes, relative positions, balance, etc. (small group or personalized activity)

35. Take a trip to a local lumber yard or hardware store to see and talk about building materials and tools. (large group activity)

Materials and Resources

Art

wood pieces, straw
small blocks
glue, paste
crayons, paint
paper and cardboard
milk cartons
boxes
wire, twist ties
cardboard rolls from toilet paper and towels
plaster of paris
aluminum containers
empty kitchen match boxes
clay, playdough

Woodworking

nails
hammer
screwdriver
golf tees
styrofoam or foam rubber
hand drill and bits
sticks and twigs, pipe cleaners
wood scraps

Sand

House/Blocks

wooden or rubber figures of people
doll house and furniture
props box: hard hats, plastic tools, tool belt or box

Small Manipulatives

flannel board
Three Little Pigs figures
doll house and furniture

Language

camera, film
blueprints
experience chart paper

Children's Books

The Three Little Pigs (Galdone)

The Little House (Burton)

Let's Build a House (Pope)

[See Appendix B, Children's Books, for additional book titles appropriate to this unit.]

Fingerplays

Let's Do Fingerplays (Grayson)

Finger Frolics (Cromwell)

Songbooks

The Fireside Book of Children's Songs (Winn)

L.P. Records and Tapes

A House for Me (Penner)

Films

Evan's Corner (BFA Educational Media)

Kingdom of Could Be You Construction (Encyclopedia Britannica)

The House That Wasn't There (Encyclopedia Britannica)

Additional Teachers' Resources

Huts, Hovels, and Houses (Fisher)

Go In and Out the Window (Metropolitan Museum of Art Staff)

The Block Book (Hirsch)

Secret Spaces, Imaginary Places (McCoy)

Mother Goose (Sharon)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- recognize that there are many kinds of shelters.
- describe buildings.
- name materials used in construction.
- demonstrate ability to create a structure from blocks.
- cooperate in groups.
- handle simple tools safely.
- demonstrate control in using manipulatives.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ENVIRONMENT
HEALTH
ANALYTICAL THINKING
MATHEMATICS
ARTS AND THE HUMANITIES
SCIENCE AND TECHNOLOGY

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Group discussions
3. Personalized activities
4. Sociodramatic play

COLORS

INTRODUCTION

The world is full of colors. Knowing about colors helps children identify, label, classify, and make sense of their world.

Many children come to school knowing colors. Therefore, a color unit is a pleasurable reinforcement for those children. For the other children, this unit provides an opportunity to begin learning about colors.

Learning about colors is an ongoing process. It is important that children have many experiences with colors rather than didactic instruction in color names.

Children learn best from multi-sensory activities. The teacher should plan many opportunities for the children to see and manipulate objects in which the only variable attribute is color, e.g., balloons, beads, teddy bear counters, and buttons.

As the teacher progresses through the other curriculum units, there will be many opportunities to integrate this theme. The teachers should refer to this unit throughout the year.

Suggested Time: 15 Days
(Integrated throughout the year)

COLORS

LEARNING OBJECTIVES

The student will be able to:

- hold a crayon between the thumb and forefinger.
- sort objects according to size, color, shape, or use.
- express an idea or a feeling using available art materials.
- sing a variety of songs.
- identify color in the environment.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
ANALYTICAL THINKING
ARTS AND THE HUMANITIES
UNDERSTANDING OTHERS
SCIENCE AND TECHNOLOGY
ENVIRONMENT

CAREER COMPETENCIES

Listening
Speaking
Creative thinking/Problem solving

CONTENT

Major Areas of Study

- Objects have color.
- Colors have names.
- We can have favorite colors.
- We can use colors to express ideas and feelings.
- Hair, skin, and eye color are special for each person.
- Colors can be mixed to make other colors.
- We can see many colors in a rainbow.
- Safety symbols have special colors.

Learning Activities

While most of these activities can be adapted for all the basic colors, these activities are based on red as an example.

1. Read *Brown Bear, Brown Bear* by Bill Martin. Point out that colors are all around us. (large or small group activity)
2. Instruct the children to bring or wear something red on a specified day. Send notes home in advance. Have bandanas, scarves, yarn on hand for those who forget. (large group activity)
3. Have red toys, scarves, flowers, food available on a table for children to see and touch. (personalized activity)
4. Have the children look around the room to find red objects. (large or small group activity)
5. Have the children make red playdough and use red playdough tools. (small group or personalized activity)
6. Provide red fingerpaint, shaving cream dyed red with food coloring, easel paint, crayons, fabric, yarn, markers, hearts, large buttons, paper, paste for creative activities. Add strawberry, cherry, and cinnamon for "red" scents. (personalized activity)
7. Tint the water in the water play table with food coloring. (small group or personalized activity)
8. Provide pouring pitchers, clear and colored containers of various sizes, and colored water for exploration. (small group or personalized activity)
9. Provide red dress-up clothes and props for sociodramatic play (apples, hats, belts, shoes). (small group or personalized activity)
10. Have the children use red balls and bean bags during outdoor or gross motor activities. (large or small group activity)
11. Have the children build with blocks and make colorful signs for buildings. (small group activity)
12. Make safety signs with the children. (small group or personalized activity)
13. Provide color story books for the children. (personalized activity)

14. Provide beads for children to sort into color piles. (small group or personalized activity)

15. Provide cranberries, cranberry juice for a taste and visual experience. (small group or personalized activity)

16. Cook apples, tomato sauce, spaghetti sauce. (small group activities)

17. Make red Koolaid. (small group activity)

18. Offer strawberry gelatin for the children to taste. (personalized activity)

19. Have the children make red name tags. (small group or personalized activity)

20. Provide old magazines and materials for the children to make colored books and collages. (small group and personalized activity)

21. Take walks with the children; have them collect red autumn leaves. (large or small group activity)

22. Sing songs with the children about the color red; have them move to the music. (large group activity)

23. Read *Caps for Sale* by Esphyr Slobodkina. Provide hats for the children to act out the story. (large or small group activity)

24. Allow children to play with red wagons outdoors. Have the children sing "Bumping Up and Down in My Little Red Wagon," *The Raffi Singable Songbook*, p. 17.

25. Have the children match red cards to red objects from a multicolored group of objects. (small group and personalized activity)

26. Provide beads to sort and string by red color. (personalized activity)

27. Have the children sort red Legos and build with them. (small group activity)

28. Have the children sort and match red teddy bear counters onto red plates. (personalized activity)

29. Tell the story of "Little Red Riding Hood"; provide flannel board figures for children to retell the story. (large or small group activity)

30. Provide red color paddles and teacher-made red cellophane glasses for the children to look through. (personalized activity)

31. Let the children use a red stamp pad and a variety of stamps to make designs. They may make designs of finger and thumb prints as well. (personalized activity)

32. Provide pegboards and red pegs for the children to use. (small group or personalized activity)

33. Take a color walk with the children to observe or collect red objects. (large or small group activity)

34. Turn off the lights and have the children notice that it is harder to see colors in the dark. Mention that we need light to see colors. (large group activity)

35. Engage children in a circle game. Have them stand up and walk around the circle if they are wearing red. Sing "What Are You Wearing?" from the *Hap Palmer Songbook*, p. 16, or "Mary Wore Her Red Dress," from *American Folk Songs for Children*, p. 130. (large group activity)

36. Identify red safety signs and explain them to the children. (small group activity)

Integrating Colors

1. Have the children observe what happens when light passes through a prism. (personalized activity)

2. Create a rainbow by placing a mirror in a glass of water and tilting it toward the sunlight. (small group or personalized activity)

3. Allow the children to blow bubbles and observe a rainbow of colors. (personalized activity)

4. Play different types of music as children select different colored crepe streamers to draw in the air. (large or small group activity)

5. Have the children paste overlapping colored tissue paper to create new colors. Discuss creating new colors. (personalized activity)

6. Provide colors at the easel for children to mix on paper to create new colors. Add white or black and encourage children to make colors lighter or darker. (personalized activity)

7. Use a flashlight in a darkened room. Point at the wall and have the children make shadows. Shine light through color paddles. (large or small group activity)

8. Have the children sort crayons, beads, blocks according to color. (small group or personalized activity)

9. Adapt any color song by the substituting other color names, e.g., "Cluck, Cluck, Red Hen," from *The Raffi Singable Songbook*, p. 18, or "Jennie Jenkins," from *Eye Winker*, p. 42. (large group activity)

10. Have the children make butterflies from coffee filters and food coloring. (personalized activity)

11. Sing the rainbow song from *Color Me a Rainbow* with the children. (large group activity)

12. Provide water colors to create rainbows. (personalized activity)

13. Tell the story that a pot of gold may be found at the end of a rainbow. (large or small group activity)

14. Have the children use eye droppers to mix food coloring. (personalized activity)

15. Have the children put color paddle wheels together to mix colors. (small group or personalized activity)

16. Provide a kaleidoscope. Encourage the children to describe the colors they see. (personalized activity)

Additional Activities for Other Colors

Blue

1. Read *Blueberries for Sal* by Robert McCloskey. (large group activity)

2. Make a snack of blueberry muffins or blueberry pie. (small group activity)

3. Have the children taste fresh blueberries, if possible. (personalized activity)

4. Sing "Bluebird, Bluebird" (Sharon) with the children. (large group activity)

5. Take the children outside and observe the blue sky on a nice day. (large or small group activity)

6. Recite "Little Boy Blue" with the children. (large or small group activity)

Yellow

1. Make yellow snacks: bananas, cheese, eggs, applesauce, pineapple, corn, butter, cornbread. (small group activity)
2. Sing "My Name Is Little Yellow Bird," from *Singing and Dancing for the Very Young*, p. 20, and "Mr. Sun," from *The Raffi Singable Songbook*, p. 54. (large group activity)
3. Go on a dandelion hunt. Pick a bouquet of yellow dandelions. Read *Dandelion* by Don Freeman. (large or small group activity)
4. Display pictures of yellow animals (lions, ducks, etc.). (large or small group activity)
5. Float yellow ducks in the water table. (small group or personalized activity)
6. Observe yellow safety signs. (small group activity)

Orange

1. Make orange snacks: orange juice, sherbert, oranges, carrots and dip, cheddar cheese, pumpkins (pie, bread), squash, goldfish crackers. (small group activity)
2. Set up an aquarium with goldfish. (large or small group activity)
3. Celebrate Halloween by carving pumpkins and making paper pumpkins. (small group or personalized activity)
4. In the autumn have the children collect orange leaves and press them in books or iron the leaves between wax paper. (small group or personalized activity)
5. Provide yellow and red paint at the easel so that the children can create orange. (personalized activity)

Green

1. Prepare green foods for snacks: grapes, pickles, Granny Smith apples, limes, lettuce, cucumbers, zucchini, green beans, broccoli, celery with dip. (small group activity)
2. Read *Green Eggs and Ham* by Dr. Seuss. Prepare green eggs, using green food coloring. (small group activity)

3. Take a walk to observe growing things. Observe green traffic lights. (large or small group activity)

4. Plant grass seeds in paper cups. (small group activity)

5. Sing songs about the color green, e.g., "This Lady, She Wears a Dark Green Shawl," from *American Folk Songs for Children*, p. 133. (large group activity.

6. Identify green animals: insects, amphibians, and reptiles. (small group or personalized activity)

7. Have the children mix blue and yellow paint or food colors to make green. (personalized activity)

Purple

1. Make purple snacks: eggplant, grape juice, grapes, grape jelly, and plums. (small group activity)

2. Make a blender drink such as Purple Cow: Add grape juice to milk until it turns purple. (small group activity)

3. Read *Harold and the Purple Crayon* by Crockett Johnson. (large group activity)

4. Provide purple crayons and tape large sheets of paper on the wall. Have the children draw pictures on the paper. (small group and personalized activity)

5. Provide red and blue paint at the easel so that the children can create purple. (personalized activity)

6. Recite "The Purple Cow" from *1-2-3 Colors* with the children. (large or small group activity)

Brown

1. Make brown snacks: peanuts, peanut butter, rye bread, gingerbread people. (small group activity)

2. Read the folktale *The Gingerbread Man*. (large group activity)

3. Make seasonal decorations for Thanksgiving, autumn, Ground Hog Day. (small group activity)

4. Display pictures of brown animals: bears, dogs, ground hogs, kangaroos. (large group activity)

5. Provide wood scraps, craft sticks, and wood glue to make brown sculptures. (small group or personalized activity)

Black

1. Make snacks of jelly beans, licorice, black bean soup. (small group activity)

2. Make a collage with black beans. (personalized activity)

3. Sing "Eensy Weensy Spider," from *American Folk Songs for Children*, p. 126. Have the children make spiders from construction paper and yarn. (small group or personalized activity)

4. Sing "Baa Baa Black Sheep," from *1-2-3 Colors*. Identify black animals: cat, sheep, skunk. (large or small group and personalized activity)

5. Make holiday decorations such as Halloween witches and black cats. (personalized activity)

6. Color stars, moon, etc. with white crayons. Paint over with thin black paint. (personalized activity)

7. Identify black letters on safety signs for the children. (small group or personalized activity)

8. Recite with the children: "Two little blackbirds sitting on a hill; one named Jack, the other named Jill. Fly away Jack, fly away Jill; come back Jack, come back Jill." (large group activity)

White

1. Serve white snacks: marshmallows, cottage cheese, milk, vanilla ice cream, yogurt, cream cheese, cauliflower, potatoes, rice, apples. (Point out that the outside and inside are different colors.) (small group activity)

2. Make seasonal decorations – snowflakes, valentines, Halloween ghosts – with the children. (personalized activity)

3. Use styrofoam, cotton balls, paper doilies for pasting activities. (personalized activity)

4. Have the children observe their teeth and discuss ways to keep them white. Sing "Brush Your Teeth," from *The Raffi Singable Songbook*, p. 16. (large group activity)

5. Display pictures and stuffed animals such as polar bears, sheep, cats, dogs, swans, ducks. (large group activity)

6. Add white to other colors to make them lighter, e.g., red to pink, black to gray, etc. (personalized activity)

Materials and Resources

Art

food coloring
eye droppers
coffee filters
shaving cream
water colors
finger paint
stamp pads
paint, crayons, markers
playdough
plasticene

Discovery

prisms
color paddles
kaleidoscope
bubbles
colored cellophane
flashlight
small mirror

Movement

colorful scarves
crepe paper streamers
red wagon
balls
bean bags

Small Manipulatives

colored beads
Legos
pegboards
small safety signs
teddy bear counters
flannel board and Red Ridinghood figures

House/Blocks

hats of different colors (red, blue, grey, brown)
scarves
props of different colors; clothes; dishes; blanket

Children's Books

1-2-3 Colors (Warren)

Harold and the Purple Crayon (Crockett)

Brown Bear, Brown Bear, What Do You See? (Martin and Carle)

Green Eggs and Ham (Seuss)

Caps for Sale (Slobodkina)

Blueberries for Sale (McCloskey)

[See Appendix B, Children's Books, for additional titles appropriate to this unit.]

Other Teachers' Resources

Resources for Creative Teaching in Early Childhood Education (Flemming)

Mother Goose (Sharon)

American Folk Songs for Children (Seeger)

The Raffi Singable Songbook (Raffi)

The 2nd Raffi Songbook (Raffi)

Go In and Out the Window (Metropolitan Museum of Art Staff)

Do Your Ears Hang Low? (Glazer)

Singing and Dancing Games for the Very Young (Nelson)

Hap Palmer Songbook (Palmer)
Eye Winker, Tom Tinker, Chin Chopper (Glazer)

L.P. Records and Tapes:

Peanut Heaven (Cappelli)

"The Colors"
"Brush-A-Your-Teeth"

Color Me a Rainbow (Melody House)

EXPECTED LEVELS OF ACHIEVEMENT

The student will:

- match colors by printing.
- choose a favorite color.
- use color in many creative media.
- demonstrate awareness of color in the environment.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
ANALYTICAL THINKING
ARTS AND THE HUMANITIES
UNDERSTANDING OTHERS
SCIENCE AND TECHNOLOGY
ENVIRONMENT

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Small group discussions
3. Personalized activities/conversation
4. Sociodramatic play

SHAPES

INTRODUCTION

The "Shapes" unit will encourage the child to learn shapes through experience. A growing awareness of form will enable the child to begin to identify the shapes seen in daily life. Through hands-on activities, the child will improve the ability to classify, sequence, build, and predict.

Shape awareness is the key to this unit. The teacher should help the child distinguish and describe shapes, rather than merely state the names of shapes. The child should become aware, however, that the shapes have names, and that objects are made up of shapes.

To learn shapes, a child should use observation, both visual and tactile, in a variety of settings. In the everyday environment the teacher will find many opportunities to involve the child in shape activities. A child's awareness of shapes will be enhanced by the use of blocks, toys, art media, small manipulatives, food, and gross motor activities.

Learning about shapes should be integrated into other units, e.g., Transportation, Buildings, and All About Me. Exploring the spatial quarters of a child's environment should be an ongoing process.

Suggested Time: one shape per week
(Integrated throughout year)

SHAPES

LEARNING OBJECTIVES

The student will be able to:

- follow simple directions.
- sort objects according to size, shapes, color, or use.
- match and compare shapes.
- interact positively with other children and adults.
- express an idea or feeling using available art materials.
- sing a variety of songs.

GQE

COMMUNICATION SKILLS
MATHEMATICS
SELF-ESTEEM
ARTS AND THE HUMANITIES
UNDERSTANDING OTHERS
ENVIRONMENT

CAREER COMPETENCIES

Listening
Speaking
Creative thinking/Problem solving
Task completion

CONTENT

Major Areas of Study

- Shapes are all around us.
- Shapes have different forms.
- Shapes have names.
- We can match and sort shapes.
- We can differentiate shapes around us.

Learning Activities

1. Have children choose a shape for a label for their cubbie.

2. Teach a fingerplay about shapes, such as "Way Up High in the Apple Tree" or "Here's a Ball," from *Finger Frolics*, pp. 22, 91.

3. Provide objects for sorting that have shapes, e.g., buttons, spools, small toys, etc.

4. Make shape pretzels as follows:

   $1\frac{1}{2}$ c warm water
   1 envelope yeast
   1 Tbsp sugar
   4 c flour
   1 tsp salt
   1 egg
   coarse salt

   a. Mix together warm water, yeast, sugar. Set aside 5 minutes.
   b. Put salt and flour in a bowl.
   c. Add yeast mixture, form dough.
   d. Shape dough into different shapes.
   e. Beat 1 egg and brush onto twists with pastry brush. Sprinkle on coarse salt.
   f. Bake at 425° for 12 minutes.

5. Shape Show and Tell: Ask the children to bring into school an object from home and describe its shape.

6. Shape Match: Provide a flannel or magnetic board for children to match and compare shapes.

7. Provide manipulatives for children to explore shapes (blocks, pegboards, tinker toys, etc.). The teacher may informally comment on shapes contained in the objects constructed. (small group or personalized activity)

8. Bean Bag Toss: Have children throw bean bags at a given shape on a board or a cut out shape on a box. Extension: Children may name the shape they are aiming at before throwing the bean bag. (small group or personalized activity)

9. Rhythm Band: Explore the shapes of instruments.

10. Give each child an 18" length of thick yarn. Working on a textured surface, the child will make different shapes. As an extended activity, children can glue shapes on paper. (small group or personalized activity)

11. Have the children paint on paper which is precut in different shapes. This could be done at the easel. Use poster paints, water colors, and finger paints. (small group activity)

12. Provide moist sand and hollow plastic shapes (cookie cutters, plastic cups, etc.) for children to explore making shapes in sand. (small group activity)

13. Cut sponges into shapes or cut potatoes in half and carve a shape into the exposed end. Place paint in shallow dishes. Have the children dip potatoes or damp sponge in paint and stamp on paper. (small group or personalized activity)

14. Provide shape stencils for children to trace at the art center.

15. Provide shapes, stencils, and paper so the children may make crayon rubbings of a shape. They may put the shape underneath or on top of the paper. (small group activity)

16. Shape Treats: Have the children do the following: (a) spread cheese or peanut butter on various shaped crackers; (b) cut cheese into circles, squares, and triangles; (c) make vegetable circles out of cucumbers, carrots, zucchini. (small group activity)

17. Shape Face: Have the children spread English muffins with peanut butter and make faces with raisins or candy corn. (small group activity)

18. Make cookies with shaped cutters or free form shapes. This activity adapts to playdough. (small group activity)

19. Shape Snacks: Ask the children, "If we can only eat circles tomorrow, what can we eat?" Then serve appropriately shaped food the following day, using some of the children's ideas. Look for shapes in the food (e.g., triangles in orange segments, stars in center of apples, etc.). (large or small group activity)

20. Have the children cut shapes from finger jello using cookie cutters. (small group activity)

Finger Jello

2 envelopes unflavored gelatin
2 tablespoons lemon juice
2 cups boiling water
2 3-oz. pkg. any flavor gelatin dessert

Soften unflavored gelatin for 1-2 minutes in lemon juice. Add to boiling water. Add dessert mix to water. Stir well for a least one minute until liquid is clear and all granules are dissolved. Pour in flat 8" x 8" pan. Chill until firm; cut in desired shapes. These will not melt at room temperature. Cookie cutters may be used. The children can eat the jello remaining.

Materials and Resources

Art

precut shapes
playdough, clay
cookie cutters
paints, paper, paste
crayons, markers, paint brushes
potatoes, sponges
scissors
stencils

Small Manipulatives

parquetry blocks
shape puzzles, formboards
found objects; lids, buttons
precut shapes
pegboards, pegs
flannel board, felt shapes
magnetic board
rug yarn

Music

rhythm instruments

Sand

sand shape molds
buckets
containers of all sizes and shapes

Gross Motor

bean bag

Children's Books

Circles, Triangles, and Squares (Hoban)

Shapes (Allington)

[See also additional resources listed in Appendix B.]

L. P. Records

Color Me a Rainbow (Melody House)

Learning Basic Skills Through Music (Palmer)

Additional Teachers' Resources

Finger Frolics (Cromwell)

Fingerplays and Rhymes for Always and Sometimes (Graham)

Eye Winker, Tom Tinker, Chin Chopper (Glazer)

    "The Mulberry Bush"
    "Old MacDonald"
    "Where is Thumbkin?"
    "The Bus Song"

Young Children in Action (Hohmann et al.)

Go In and Out the Window (Metropolitan Museum of Art Staff)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- become aware of shapes in the environment.
- recognize that shapes are different.
- manipulate and match shapes.
- manipulate and sort shapes into groups.

SOS

COMMUNICATION SKILLS
MATHEMATICS
SELF-ESTEEM
ARTS AND THE HUMANITIES
UNDERSTANDING OTHERS
ENVIRONMENT

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Group discussion
3. Personalized activities

SEASONS

INTRODUCTION

The unit on seasons will develop the child's awareness of the environment and the changes that occur in the environment. Through a multi-sensory approach the child will explore and discover physical changes in the weather, nature, and daily living.

The young child should experience these physical changes naturally as they occur throughout the year. Frequent outings, hands-on activities, large and small group discussions, bulletin board displays, art activities, cooking activities, music enrichment, as well as appropriate literature, will enhance the child's observation of seasonal changes.

The child will observe physical change through actual outdoor experiences and describe in simple terms some of the changes taking place during each of the four seasons. It is of vital importance that the child recognize that these changes affect daily living, including changes in clothing, family chores, and play activities.

This unit builds upon the child's curiosity about his/her surroundings, fosters critical thinking, and develops an awareness of environmental change. The interaction of the child with his/her environment should be both natural and pleasurable.

The teacher should adapt suggested outdoor activities to suit the seasonal conditions of the region.

Suggested Time: 5 Days per season
(ongoing activities throughout the year)

SEASONS

LEARNING OBJECTIVES

The student will be able to:

- speak effectively in short conversations and respond appropriately to questions.
- ask simple questions.
- cut, using scissors or blunt knife.
- use direction and position terminology.
- use senses to gather information.
- interact positively with other children and adults.
- depict a theme or experience, using various forms of media.
- dress self with basic clothing.

GQE

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ANALYTICAL THINKING
ENVIRONMENT
HEALTH
SCIENCE AND TECHNOLOGY

CAREER COMPETENCIES

Personal Health
Listening
Speaking
Creative thinking/Problem solving

CONTENT

Major Areas of Study

- We observe changes in nature and weather.
- We observe and describe weather conditions.
- We dress appropriately for different weather conditions.
- Seasonal changes affect our daily life.

Learning Activities

Fall

1. Take a walk in the neighborhood. Children should bring personalized bags to collect leaves, seeds, etc. Point out the physical signs of fall. Ask the children to contribute some items from their fall collections for the display table in the classroom. Name these items with the class. (large group activity)

   Suggested follow-up activities

   - Discuss the types of clothing the children wore for their walk. (large group activity)

   - Provide creative opportunities using various art media. Examples could include leaf rubbings or a collage, using items from the children's fall collection. (personalized activity)

   - Provide an opportunity for the children to contribute to an experience chart. (large group activity)

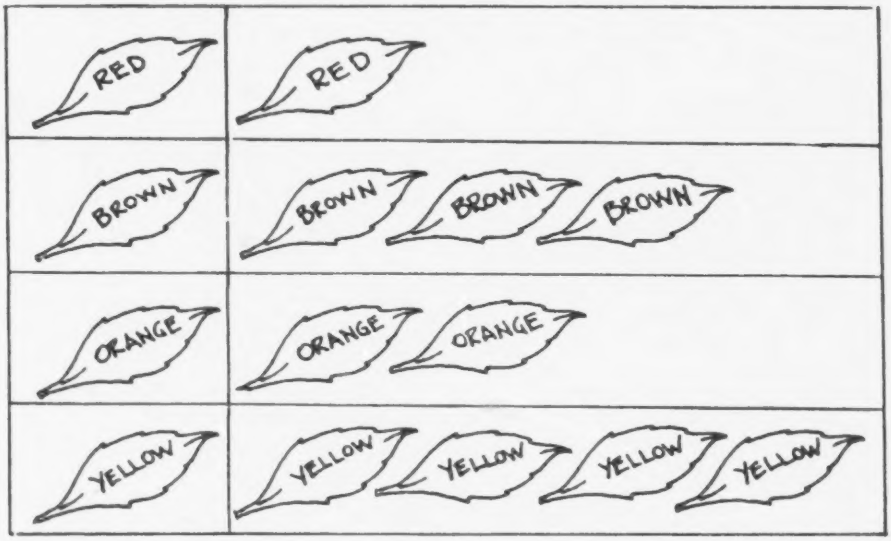
   - Provide fingerplays, songs, rhymes, and stories pertaining to the fall. (large group activity)

   - Have the children sort and count leaves, acorns, buckeyes, etc. (small group or personalized activity)

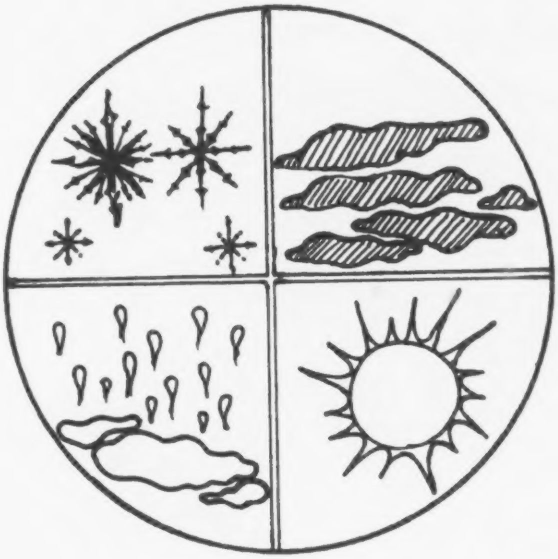
2. Make a tree in the class using a large tree branch. Hang colored green leaves on the branches. The children may cut out their own leaves if they choose. Slowly change the colors of the leaves as fall begins. The leaves on the tree should reflect the natural changes of autumn. The children should watch for changes in the environment and report them to the class. (large group activity)

3. Provide movies, videotapes, and filmstrips related to fall. (large group activity)

4. Design a picture graph using the colors of fall leaves. (small group or personalized activity)



5. Make a weather chart to describe daily weather and to show that weather changes, e.g., rainy, sunny, snowy, cloudy, etc. (small group activity)



6. Discuss with the children the fact that some weather conditions (sunny, cloudy, etc.) occur in more than one season. (large or small group activity)

7. Provide a variety of pictures depicting fall activities. Ask the children to describe the activity. The children may pantomime the activities shown. Emphasize the changes occurring during the fall season. (large group activity)

Suggested follow-up activities

- To the tune of "Here We Go Round the Mulberry Bush" sing and pantomime this song:

  This is the way we rake the leaves,
  rake the leaves, rake the leaves...
  This is the way we rake the leaves
  all on a fall morning.

  Repeat, using these lines:

  This is the way we gather the apples...
  This is the way we go to school...
  This is the way we throw the football...
  This is the way we husk the corn... etc.
  (large group activity)

- Provide books or puzzles related to fall. (personalized activity)

- Provide outdoor play. Focus attention on clouds, weather, falling leaves, autumn flowers, etc. (large or small group or personalized activity)

- Take field trips during the fall (pumpkin farm). (large group activity)

8. Provide seasonal cooking activities throughout the fall. Have the children participate in small groups when making various treats. Encourage the children to be aware of their senses. Lead discussions pertaining to the senses – how things feel, taste, smell, etc. (large and small group activity)

Suggested cooking activities

- Applesauce: Each child may contribute one apple from home to use for the sauce. Count the apples with the group. The children will wash the apples and then cut them with plastic knives under teacher supervision. Add 1/2 cup of water and simmer apples on the stove. Mash when soft. Add cinnamon and sugar to taste. (small group or personalized activity)
- Popcorn popping (large group activity)
- Bake pumpkin seeds from pumpkin. Salt to taste. (small group activity)

Suggested follow-up activities

- Make a recipe book with the children. (small group activity)
- Have the children retell the recipes into a tape recorder. (personalized activity)
- Make a bird feeder using popcorn and peanut butter. (small group activity)
- Provide opportunities for the children to express themselves by using invented spelling related to the fall theme. (personalized activity)

Winter

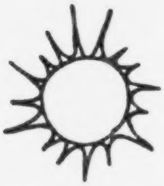
1. Take a walk and point out signs of winter: cold, bare trees, evergreens, frost, snow, winter breath, and people dressed warmly. Discuss the things observed upon returning to school; then draw or paint a winter picture. (large group activity)

Suggested follow-up activities

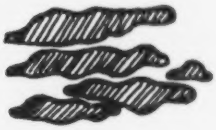
- After a snowfall have the children follow your tracks in the snow. Point out other tracks if possible: tire, bird, animal, or other people's tracks. (large group activity)
- Take magnifying glasses outside and look at snowflakes. (large group activity)
- Make angels or snowmen after a snowfall. (large group activity)
- Encourage children to discuss appropriate dress for outdoor play in winter. (large or small group activity)

- Give children white crepe paper streamers. Play music; have the children pretend to be snowflakes blowing on a windy day (fast tempo) or falling softly on a calm day (slow tempo). (large group activity)

- Use simple pictures on cards.

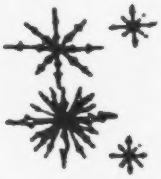


Sunny



Cloudy

Rainy



Snowy

Make a simple weather chart using these symbols. (large or small group activity)

2. Use simple pictures on cards that depict winter activities: sledding, shoveling snow, making snowmen, throwing snowballs, ice skating, ice fishing, snowmobiling, skiing, etc. Make a tape that describes these activities. Children can listen to the tape and point to the picture described. (personalized activity)

3. Take a pan of water outside when the temperature is below freezing. Have the children predict what will happen to the water. Bring the pan inside after the water has frozen. Observe what happened. Allow children to touch the ice and then predict what will happen next. Observe what happens to the ice inside. Emphasize that things change. On another day make jello or ice cream. Again, emphasize that warm or cold temperatures cause change. (large group activity)

4. Use winter pictures or a neighborhood walk to initiate a discussion of plants in this season. Point out that some trees and plants lose their leaves, some plants rest, and some plants are evergreens. (large group activity)

5. Decorate a class tree branch with the children's work: snowflakes, mittens, hats, or boots. (personalized activity)

6. Use appropriate fingerplays, poems, rhymes, or stories. (See Appendix A, Fingerplays, Rhymes, and Songs.) (large or small group activity)

7. Use pine branches instead of paint brushes at the easel. (personalized activity)

8. Discuss how people and animals adapt to winter. Show pictures of winter adaptations: people dressed warmly; some animals hibernating; some animals migrating to warmer climates; some growing thick fur, down, or hair; some changing color; some storing food. (large or small group activity)

9. Talk about the scarcity of food for animals in winter. Help children make bird feeders using gallon plastic jugs, aluminum pans, margarine tubs, or paper cups. Pine cones can be spread with peanut butter and rolled in bird seed. (personalized activity)

10. Have the children cut pictures from magazines or catalogues that show people dressed appropriately for the season. (personalized activity)

11. Have the children use puppets to show what animals do in the winter. (small group or personalized activity)

12. Provide opportunities for the children to express themselves by using invented spelling related to the winter theme. (personalized activity)

13. Provide paint and construction paper for creative expression. (personalized activity)

Spring

1. Take a walk and see all the new life in nature or display a branch with new leaves. Look for a nest and start a discussion about baby birds. Go on a wildflower hunt in the fields. Observe and photograph wildflowers. (large or small group activity)

2. Take advantage of a rainy day. Open the windows and listen to the rain; smell and feel it. Discuss how rain looks, smells, feels. After a shower, go outside and explore the effects of the rain. Encourage vocabulary building. (large group activity)

Suggested follow-up activities

- Experiment: How Do Plants Use Rain? Cut the bottom of a celery stick. Place the celery stick with a leafy top into a glass full of colored water. Observe for several days. The colored water will climb up the celery into the leaves. Children can actually see it happening.

- Set out a prop box of rainy day clothes: raincoats, hats, and boots. Allow the children the opportunity for creative play. (personalized activity)

3. Read *A Very Hungry Caterpillar* by Eric Carle. Using this book as a guide, discuss the metamorphosis process with the children. (large group activity)

   Suggested follow-up activities

   - Catch a caterpillar and observe it in a bug jar for the day. Release it outdoors with the children. (small group activity)
   - Make an egg carton caterpillar. (personalized activity)
   - Provide pastel paints and butterfly shapes for painting. (personalized activity)
   - Set up a metamorphosis kit such as a Butterfly Garden. After the butterfly has hatched, have a Butterfly Release Day. (large group activity)

4. Plant a vegetable garden in the play yard. Have the children water and weed the garden daily. When vegetables are ready, pick them and make a salad. (large or small group activity)

   Suggested follow-up activities

   - Cut tops from carrots and sweet potatoes and root them in water. (small group activity)
   - Plant grass, beans, or flowers in small cups to take home. (small group activity)

5. Provide songs, books, films, poems, etc. pertaining to spring. (See Appendix A, Fingerplays, Rhymes, and Songs.) (large group activity)

6. Provide opportunities for the children to express themselves by using invented spelling related to the spring theme. (personalized activity)

Summer

1. Take the water table, pool, and a variety of water toys outdoors. Allow the children to play and have fun with water. Take advantage of the season by moving as many activities as possible outdoors. (large group activity)

2. Paint with water using brushes on concrete. (small group or personalized activity)

3. Make a salad using available fruits. Children may contribute fruit brought from home. Discuss the color, odor, feel, size, shape, and taste of the fruits. (small group activity)

4. Take a walk and look for signs of summer: lightweight clothes, flowers blooming, leafy trees, birds singing, etc. Discuss the comfort of a walk in summer compared to the winter cold. (large group activity)

5. Provide magazines for the children to cut pictures of summer activities: mowing lawns, swimming, boating, water skiing, camping, hiking, playing baseball or tennis. Encourage discussion of the pictures. (small group or personalized activity)

6. Use outdoor play to motivate an experience chart. (large group activity)

   Suggested follow-up activities

   - Change the class tree to reflect summer by showing it in full bloom with large green leaves. (large or small group activity)

   - Visit a garden. Observe the plants as they mature and note the changes. Emphasize that plants grow best in the summer. (large group activity)

   - Using various art materials such as smelly markers, crepe paper strips, cups, pipe cleaners, and a variety of paint and paper, encourage creative expression. (personalized activity)

   - Use cut up vegetables to create patterns and/or pictures. (personalized activity)

7. Invite the families of the children to a picnic. Include the children in the preparation of peanut butter and jelly sandwiches for lunch. Bring in lemons and a juicer and make lemonade. After lunch, involve everyone in parachute games, relay races, and other group activities. (large or small group activity)

8. Read *All Ready for Summer* by Leone Adelson or any book which tells about animals in summer. Discuss animal adaptations to weather conditions and changes in nature: shedding heavy coats, changing colors, and raising their young. (large group activity)

   Suggested follow-up activities

   - Make a bird bath from a shallow pan filled with water. Observe the birds during outdoor play. (personalized activity)

   - Discuss how water is sometimes scarce in hot weather. (large group activity)

   - Invite a representative from a local animal shelter to speak on animal safety in summer. (large group activity)

9. Provide opportunities for the children to express themselves by using invented spelling related to the summer theme. (personalized activity)

Materials and Resources

Art

food coloring
smelly markers
pipe cleaners
egg cartons
vegetables for printing
pine branches

Discovery

seeds
cups and containers
leaves
acorns
potting soil
gardening tools

Movement

crepe paper

Language

pictures of seasonal activities
seasonal changes in nature
seasonal clothing
seasonal adaptations
taped descriptions of seasonal activities
seasonal puzzles
pool and water toys
tree branches

House/Blocks

prop boxes of seasonal clothing
  fall: sweaters, long pants, shirts with long sleeves
  winter: boots, snow suits, coats, hats, mittens, gloves, ear muffs
  spring: raincoats and hats, boots, umbrella
  summer: sandals, swimsuits, shorts, shirts without sleeves, sundresses

Children's Books

A Very Hungry Caterpillar (Carle)
All Ready for Summer (Adelson)

Science Kit

Butterfly Garden (Frey Scientific)

Films and Video

Seasons (Educational Activities, Inc.)
Weather: A Film for Beginners (Filmfair Communications)
Autumn Comes to the City (Coroner)
Autumn in Nature (Filmfair Communications)
Fall Brings Changes (Churchill Films)
Spring in Nature (Filmfair Communications)
Spring Is a Season (Journal Films)
Summer in Nature (Filmfair Communications)
Winter in Nature (Filmfair Communications)

EXPECTED LEVELS OF ACHIEVEMENT

The student will be able to:

- demonstrate awareness of weather changes.
- match the appropriate clothing to different weather conditions.
- demonstrate awareness of changes in nature.

SOS

COMMUNICATION SKILLS
SELF-ESTEEM
UNDERSTANDING OTHERS
ANALYTICAL THINKING
ENVIRONMENT
HEALTH
SCIENCE AND TECHNOLOGY

PROCEDURES FOR EVALUATION

1. Teacher observation
2. Small group discussions
3. Personalized activities/conversation
4. Sociodramatic play

APPENDICES/RESOURCES

APPENDIX A

FINGERPLAYS, RHYMES, AND SONGS

PEOPLE COLORS[*]

People come in colors, as
Most things do. But
People don't come in
Green or blue. What if
People were striped or
Plaid? Or what if you
Had a polka-dot dad?
Wouldn't you still love him,
For heaven's sake?
So what difference do
People's colors make?

---

[*] Graham, Terry Lynne. *Fingerplays and Rhymes for Always and Sometimes*, Atlanta, GA: Humanics, Ltd., 1984, reprinted by permission.

ALL ABOUT ME

THUMBKIN[*]

Where is Thumbkin?
Where is Thumbkin?
Here I am!
Here I am!
How are you today, Sir?
Very well, I thank you.
Run away! Run away!

Directions: Use thumbs from each hand for first verse. Then repeat the words to the song, substituting each of the other fingers for the thumb: pointer (index finger), tall man (middle finger), ring man (ring finger), pinky (little finger). Then sing: Where's the whole family? (all fingers)

---

[*] In popular domain.

ALL ABOUT ME

TEN LITTLE FINGERS*

I have ten little fingers. (HOLD UP BOTH HANDS)
And they all belong to **ME**. (POINT TO SELF)
I can make them do things.
Would you like to see? (POINT TO CHILD)
I can shut them up tight. (MAKE FIST)
I can open them up wide. (OPEN FINGERS)
I can clap them together and make them hide.
(CLAP, THEN HIDE)
I can jump them up high, I can jump them down low.
(OVER HEAD AND DOWN)
And fold them together and hold them just so.
(FOLD IN LAP)

THIS LITTLE HAND*

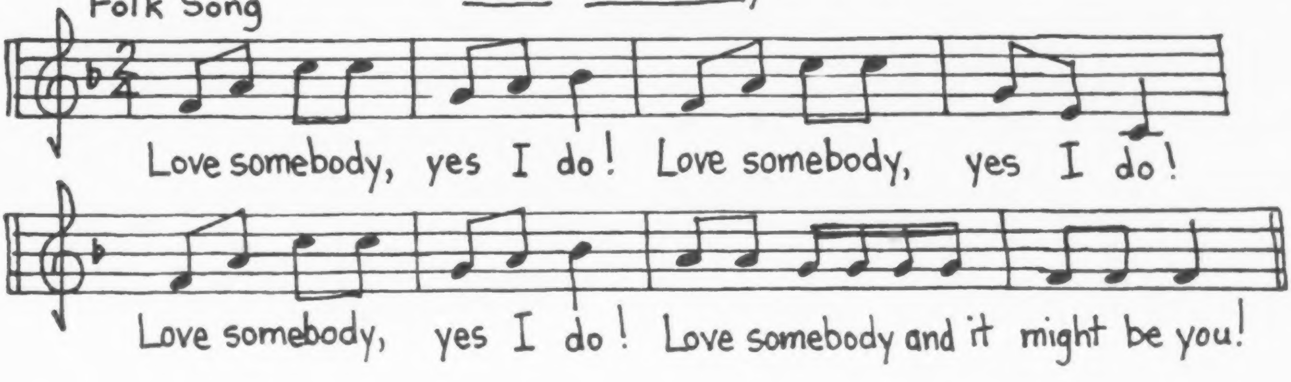
This little hand is a good little hand.
(HOLD UP ONE HAND)
This little hand is his brother.
(HOLD UP OTHER HAND)
Together, they wash and they wash and they wash.
(WASHING HANDS)
One hand washes the other.

---

* "This Little Hand" and "Ten Little Fingers" from *Resources for Creative Teaching in Early Childhood* by Bonnie M. Flemming and Darlene S. Hamilton, copyright © 1977 by Harcourt Brace Jovanovich, Inc., reprinted by permission of the publisher.

Love Somebody*

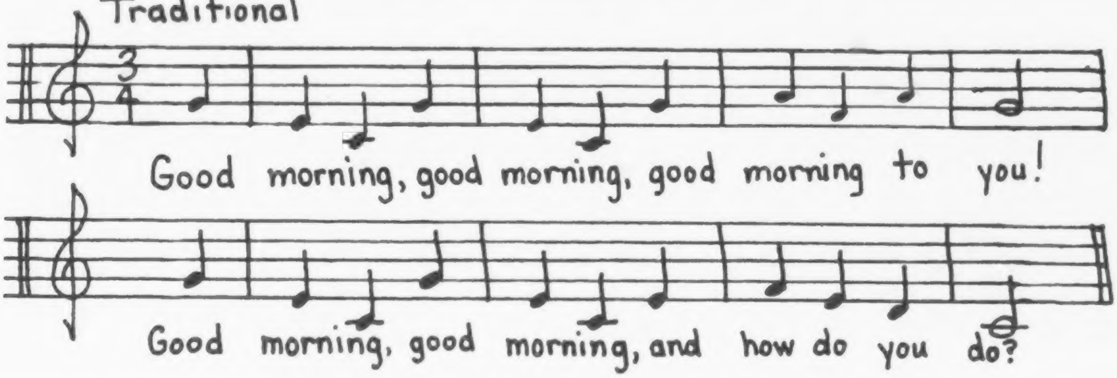
Folk Song


Love somebody, yes I do! Love somebody, yes I do!
Love somebody, yes I do! Love somebody and it might be you!

---

* Transcription by Judith Cagley Heastings, full day kindergarten teacher, McKelvy Elementary School, Pittsburgh Public Schools.

Good Morning Song *


Traditional
Good morning, good morning, good morning to you!
Good morning, good morning, and how do you do?

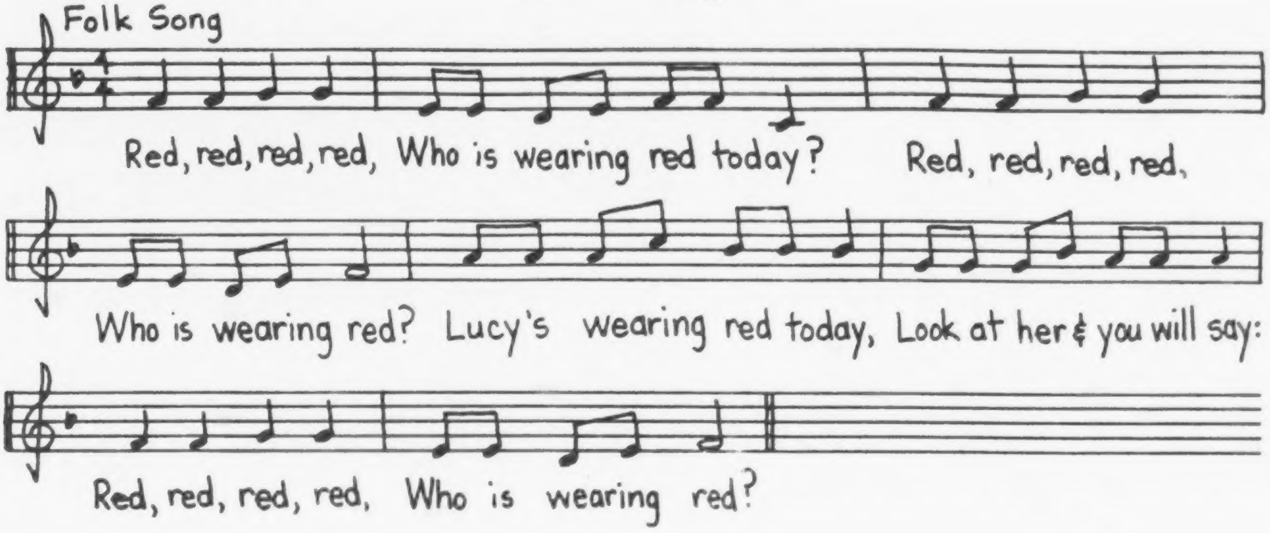
Variations: Good morning, good morning, it's sunny today,
(add appropriate weather word.)
We're ready this morning for work and for play.

---

* Transcription by Judith Cagley Heastings, full day kindergarten teacher, McKelvy Elementary School, Pittsburgh Public Schools.

COLORS

Color Song *


Folk Song
Red, red, red, red, Who is wearing red today? Red, red, red, red,
Who is wearing red? Lucy's wearing red today, Look at her & you will say:
Red, red, red, red, Who is wearing red?

---

* Transcription by Judith Cagley Heastings, full day kindergarten teacher, McKelvy School, Pittsburgh Public Schools.

SEASONS

SPRING*

Put away those winter coats.
It's time to watch the sailing boats.
Flowers are popping; rabbits are hopping.
The grass is green, and the robins are seen.
It is spring, it is spring, it is spring!

SUMMER POEM*

The sun's warm rays shine on my face.
The swimming pool is my favorite place.
We can take a trip to the beach.
Or eat some watermelon or a peach.
What time of the year could it be?
Why it's summertime, summertime, yes indeed.

SEASONS

FALL IS HERE*

Fall is a season that comes and goes.
It is a time to wear our warmer clothes.
The leaves begin to fall on the ground,
Making a crunching, snapping sound.
We clean up the leaves with our rakes.
Apple pies smell good that mother bakes.
Fall is here.

WINTER FUN*

Winter brings cold and snowy weather.
My friends and I build snowmen together.
Boots, mittens, and hats we wear.
It is cold, but we don't care.
Winter is fun.

APPENDIX B

CHILDREN'S BOOKS

ALL ABOUT ME

Body Awareness

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Jaynes, Ruth M. *My Tricycle and I*. Glendale, CA: Bowmar, 1968.

Crume, Marion. *Let Me See You Try*. Glendale, CA: Bowmar, 1970.

Holzenthaler, Jean. *My Hands Can*. New York: E. P. Dutton Co., 1978.

Clothes

Beskon, Elsa. *Pelle's New Suit*. New York: Harper & Row Publishers, Inc., 1929.

Peek, Merle. *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*. New York: Clarion Books, 1985.

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Berman, Rhoda. *When You Were a Little Baby*. New York: Lothrop, Lee & Shepard Books, n.d.

Brown, Margaret Wise. *The Runaway Bunny*. New York: Harper & Row Publishers, Inc., 1942.

Curry, Nancy. *The Littlest House*. Glendale, CA: Bowmar, 1968.

DaPaola, Tomie. *Nana Upstairs, Nana Downstairs*. New York: G. P. Putnam's Sons, 1973.

Jaynes, Ruth. *The Biggest House*. Glendale, CA: Bowmar, 1968.

Lenski, Lois. *Papa Small*. New York: Henry Z. Walck, 1951.

Simon, Norma. *All Kinds of Families*. Chicago: Albert Whitman & Co., 1976.

Peppe, Rodney. *The Mice Who Lived in a Shoe*. New York: Lothrop, Lee & Shepard Books, 1981.

Petersham, Maud and Miska. *Circus Baby*. New York: Macmillan Publishing Co., Inc., 1950.

Radlauer, Ruth and Ed. *Father Is Big*. Glendale, CA: Bowmar, 1967.

Scott, Ann Herbert. *On Mother's Lap*. New York: McGraw-Hill Book Co., 1972.

Feelings

Alexander, Martha. *When the New Baby Comes, I'm Moving Out*. New York: Dial Books for Young Readers, 1979.

Ancona, George. *I Feel*. New York: E. P. Dutton Co., 1977.

Berger, Terry. *I Have Feelings*. New York: Human Sciences Press, 1971.

Hoban, Russell. *Bedtime for Frances*. New York: Harper & Row Publishers, Inc., 1960.

Hughes, Shirley. *Alfie Gives a Hand*. Lothrop, Lee & Shepard Books, 1984.

Lobel, Arnold. *Frog and Toad Together*. New York: Harper & Row Publishers, Inc., 1972.

Macdonald, Maryann. *Peter Gets Angry*. Cambridge: Dinosaur Publications, Ltd., 1981.

Wells, Rosemary. *Noisy Nora*. New York: Dial Books for Young Readers, 1973.

Zolotow, Charlotte. *William's Doll*. New York: Harper & Row Publishers, Inc., 1972.

Friends

Anglund, Joan. *A Friend Is Someone Who Likes You*. New York: Harcourt, Brace and World, 1958.

Anglund, Joan W. *Love Is a Special Way of Feeling*. New York: Harcourt, Brace & World, 1960.

Bright, Robert. *I Like Red*. Garden City, NY: Doubleday & Co., Inc., 1955.

Cohen, Miriam. *Best Friends*. New York: Macmillan Publishing Co., Inc., 1971.

Cohen, Miriam. *Will I Have a Friend*? New York: Macmillan Publishing Co., Inc., 1967.

Curry, Nancy. *Do You Suppose Miss Riley Knows?* Glendale, CA: Bowmar, 1967.

Ets, Marie Hall. *Play with Me*. New York: Viking Press, 1955.

Jaynes, Ruth. *Friends! Friends! Friends!* Glendale, CA: Bowmar, 1967.

Kalman, Bobbie. *Fun with My Friend*. Federal Way, WA: Crabtree Publishing, 1985.

McPhail, David. *Snow Lion*. New York: Parents Magazine Press, 1982.

Growing

Asch, Frank. *Happy Birthday Moon*. New York: Prentice Hall Books for Young Readers, 1982.

Curry, Nancy. *Do You Suppose Miss Riley Knows?* Glendale, CA: Bowmar, 1967.

Hayes, Sheila. *Where Did the Baby Go?* New York: Western Publishing Co., Inc., 1974.

Jaynes, Ruth. *What Is a Birthday Child?* Glendale, CA: Bowmar, 1967.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper & Row Publishers, Inc., 1967.

Jones, Ann. *When You Were a Baby*. New York: Greenwillow Books, 1982.

Krauss, Ruth. *The Growing Story*. New York: Harper & Row Publishers, Inc., 1947.

Yashima, Taro. *Umbrella*. New York: Viking Press, 1958.

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Keats, Ezra Jack. *Whistle for Willie.* New York: Viking Press, 1964.

Kraus, Robert. *Leo the Late Bloomer.* New York: Windmill Books, Inc., 1971.

McGovern, Ann. *Black Is Beautiful.* New York: Four Winds Press, 1969.

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Binzen, Bill. *First Day in School.* New York: Doubleday & Co., Inc., 1972.

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Rockwell, Harlow. *My Nursery School.* New York: Greenwillow Books, 1976.

Smith, Jennifer. *Grover and the New Kid.* New York: Random House, Inc./Children's Television Workshop, 1987.

Self

Bel Geddes, Barbara. *I Like to Be Me.* New York: Simon & Schuster Young Readers' Press, 1963.

Brenner, Barbara. *Faces.* New York: E. P. Dutton Co., 1970.

Eicke, Edna. *What's Your Name?* New York: Windmill Books, 1968.

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Linn, Margot. *A Trip to the Dentist*. New York: Harper and Row Publishers, Inc., 1988.

School Helpers

Allard, Harry. *Miss Nelson is Back*. Boston: Houghton Mifflin Co., 1982.

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Broekel, Ray. *Police*. Chicago: Children's Press, 1981.

Elliott, Dan. *A Visit to the Sesame Street Firehouse*. New York: Random House, Inc./Children's Television Workshop, 1983.

Gibbons, Gail. *Fire! Fire!* New York: Thomas Y. Crowell Co., 1984.

Hannum, Dotti. *A Visit to the Police Station*. Chicago: Children's Press, 1985.

Rey, Margaret. *Curious George at the Fire Station*. Boston: Houghton Mifflin Co., 1985.

Service Helpers

Garland, Sarah. *Going Shopping*. Boston: Atlantic Monthly Press, 1982.

Gibbons, Gail. *Fill It Up!: All About Service Stations*. New York: Thomas Y. Crowell Co., 1984.

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Keats, Ezra Jack. *Letter to Amy*. New York: Harper and Row Publishers, Inc., 1968.

Lobel, Anita. *On Market Street*. New York: Greenwillow Books, 1981.

Rylanti, Cynthia. *Mr. Griggs' Work*. New York: Orchard Books, 1989.

Working

Brown, Richard. *100 Words About Working*. San Diego, CA: Harcourt Brace Jovanovich, Inc., 1988.

Calder, Lynn. *The Little Red Hen*. New York: Western Publishing Co., Inc., 1988.

Peyo. *What Do Smurfs Do All Day?* New York: Beginner Books, 1982.

Rey, Hans August. *Curious George Takes a Job*. Boston: Houghton Mifflin Co., 1947.

Scarry, Richard. *What Do People Do All Day?* New York: Random House, Inc., 1968.

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Brown, Laurie Krasny and Marc. *Dinosaurs Travel*. New York: Little, Brown & Co., 1988.

Burton, Virginia Lee. *Choo Choo*. New York: Houghton Mifflin Co., 1937.

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Rockwell, Anne. *Boats*. New York: E. P. Dutton, 1982.

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Graham, Margaret Bloy. *Be Nice to Spiders*. New York: Harper & Row Publishers, Inc., 1967.

Crews, Eric. *Freight Train*. New York: Greenwillow Books, 1978.

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Freeman, Don. *Dandelion*. New York: Penguin Books, 1983.

Lionni, Leo. *A Color of His Own*. New York: Pantheon Books, 1975.

Zion, Gene. *Harry, the Dirty Dog*. New York: Harper & Row Publishers, Inc., 1956.

Zolotow, Charlotte. *Mr. Rabbit and the Lovely Present*. New York: Harper & Row Publishers, Inc., 1962.

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Barrett, Peter and Susan. *The Circle Sarah Drew*. Merrick, NY: Scroll Press, 1973.

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Hoban, Tana. *Round + Round + Round*. New York: Greenwillow Books, 1983.

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Shapur, Fredun. *Round and Round and Square*. New York: Abelard-Schuman, 1965.

Thole, Dorothy. *Tatum's Favorite Shape*. New York: Scholastic, Inc., n.d.

Wood, Kay. *Big Bird's Shape Book*. New York: Random House, Inc., 1977.

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Seasons and Weather

Burningham, John. *Seasons*. New York: Bobbs-Merrill Co., 1970.

Fisher, Aileen. *I Like Weather*. New York: Thomas Y. Crowell Co., 1963.

Foster, Doris. *Pocketful of Seasons*. New York: Lothrop, Lee & Shepard Books, 1960.

Parker, Bertha. *The Wonders of the Seasons*. Chicago, IL: Children's Press, 1955.

Podendorf, Illa. *The True Book of Seasons*. Chicago, IL: Children's Press, 1972.

Udry, Janice. *A Tree Is Nice*. New York: Harper & Row Publishers, Inc., 1956.

Zolotow, Charlotte. *Summer Is Here.* (all seasons) New York: Abelard-Schuman, 1967.

Spring

Bulla, Clyde. *A Tree Is a Plant*. New York: Thomas Y. Crowell Co., 1967.

Clifton, Lucille. *The Boy Who Didn't Believe in Spring*. New York: E. P. Dutton Co., 1973.

Kuskin, Karla. *The Bear Who Saw the Spring*. New York: Harper & Row Publishers, Inc., 1961.

Krauss, Ruth. *The Happy Day*. New York: Harper & Row Co., Inc., 1949.

Summer

Gretz, Susanna. *Bears Who Went to the Seaside*. New York: Penguin Books, Inc., 1984.

Lenski, Lois. *On a Summer Day*. New York: Henry Z. Walck, 1953.

Watson, Aldren. *My Garden Grows*. New York: Penguin Books, Inc., 1962.

Zolotow, Charlotte. *Summer Is Here*. New York: Abelard-Schuman, 1967.

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Bancroft, Henrietta. *Down Came the Leaves*. New York: Thomas Y. Crowell Co., 1961.

Lenski, Lois. *Now It's Fall*. New York: Henry Z. Walck, 1948.

Miles, Betty. *A Day of Autumn*. New York: Alfred A. Knopf, Inc., 1965.

Scheer, Julian. *Rain Makes Applesauce*. New York: Holiday House, Inc., 1964.

Teilma, Keizaburo. *Bears' Autumn*. San Diego: Green Tiger Press, 1986.

Wing, Helen. *The Squirrel Twins*. Chicago: Rand McNally & Co., 1961.

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Burton, Virginia Lee. *Katy and the Big Snow*. New York: Houghton Mifflin Co., 1959.

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Tresselt, Alvin. *The Mitten*. New York: Lothrop, Lee & Shepard Books, 1964.

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Hail, Donald. *The Ox Cart Man*. New York: Viking-Penguin, Inc., 1979.

Hill, Eric. *Spot Goes to the Farm*. New York: G. P. Putnam's Sons, 1987.

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Isenbart, Hans-Heinrich and Ruth Rau. *Baby Animals on the Farm*. New York: G. P. Putnam's Sons, 1984.

Jacobsen, Karen. *Farm Animals*. Chicago: Children's Press, 1981.

Kightley, Rosalinda. *The Farmer*. New York: Macmillan Publishing Co., Inc., 1988.

McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, 1969.

Miller, Jane. *Farm Alphabet Book*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Miller, Jane. *Farm Counting Book*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Miller, Jane. *Seasons on the Farm*. New York: Prentice-Hall, 1986.

Nodset, Joan L. *Who Took the Farmer's Hat?* New York: Harper & Row Publishers, Inc., 1988.

Robart, Rose. *The Cake That Mack Ate*. New York: Atlantic Monthly Press, 1986.

Tarfuri, Nancy. *Early Morning in the Barn*. New York: Greenwillow Books, 1984.

Windsor, Merrill. *Baby Farm Animals*. Washington, DC: National Geographic Society, 1984.

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Asch, Frank. *The Lost Puppy*. New York: Prentice-Hall, 1983.

Chapouton, Anne Marie. *Ben Finds a Friend*. New York: G. P. Putnam's Sons, 1986.

Flack, Marjorie. *Angus and the Cats*. New York: Doubleday & Co., Inc., 1931.

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Freeman, Don. *Corduroy*. New York: Viking Press, 1968.

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Gelman, Rita Golden. *Cats and Mice*. New York: Scholastic, Inc., 1985.

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Graboff, Abner. *Old MacDonald Had a Farm*. New York: Scholastic, Inc., 1985.

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Jones, Nita. *Dogs*. Racine, WI: Western Publishing Co., Inc., 1982.

Kellogg, Steven. *Can I Keep Him?* New York: Dial Press, 1971.

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McCloskey, Robert. *Blueberries for Sal*. New York: Penguin Books, 1976.

Muntean, Michaela. *The Old Man and the Afternoon Cat*. New York: Parents Magazine Press, 1982.

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Williams, Garth. *Baby Farm Animals*. New York: Western Publishing Co., Inc., 1983.

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Barrett, Judith. *Old MacDonald Had an Apartment House*. New York: Atheneum Children's Books, 1969.

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Olney, Ross Robert. *Construction Giants*. New York: Atheneum Children's Books, 1984.

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Peppy, Rodney. *The Mice Who Lived in a Shoe.* New York: Lothrop, Lee & Shepard Books, 1981.

Robbins, Ken. *Building a House.* New York: Four Winds Press, 1984.

Rockwell, Anne and Harlow. *Machines.* New York: Macmillan Publishing Co., Inc., 1972.

Schlein, Miriam. *My House.* Chicago, IL: Albert Whitman & Co., 1971.

Simon, Seymour. *A Building on Your Street.* New York: Holiday House, Inc., 1973.

Sobol, Harriet Langsam. *Pete's House.* New York: Macmillan Publishing Co., Inc., 1978.

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APPENDIX C

RATIONALES

Philosophy Statement
Goals of the Preschool Program
Principles of Appropriate Practice
for Young Children
Twelve Goals of Quality Education
Career Education

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF EARLY CHILDHOOD EDUCATION
Philosophy Statement

The Early Childhood* Programs of the Pittsburgh Public Schools focus on educating the total child growing up in a multi-cultural, multi-racial, multi-ethnic world. They are designed to address the child's intellectual, communicative, perceptual, physical, social, and emotional growth and development.

The Division of Early Childhood Education defines **learning** as the process of making meaning out of experiences which result from a dynamic interaction among the child, the teacher, and the environment. Recognizing that children develop through an identifiable, sequential process, the program acknowledges and supports the unique characteristics of each child. Each child's developmental level, ability, and interests are assessed through the use of check lists, parental interviews, observations, and standardized instruments. Lesson plans encompass the needs, abilities, and interests of the total child. Individual Educational Plans (IEP) are prepared for the children identified as having developmental delays. Early Childhood teachers and administrators recognize that instructional activities which are planned for young children must be designed to meet the readiness of each learner. These activities provide a balance between the process and the content of learning. Teachers structure the classroom environment in such a way as to foster an activity-oriented, child-centered approach to learning. Through involvement in classroom activities and choices, students are encouraged to become self-directed learners. As a child progresses through the various instructional activities of the program, his/her progress is monitored, and individualized learning experiences are adjusted accordingly.

The Division of Early Childhood Education recognizes that parents are a child's first teachers. Members of the entire community (parents, teachers, staff, and administrators) are encouraged to work cooperatively in the best interest of the child. Acknowledging that positive relationships between home and school have a significant impact on development, the Division aims to provide opportunities designed to foster communication and collaboration related to the child's growth and development. To further support the home/school relationship, community resources are identified and utilized.

The ultimate goal of the Pittsburgh Public Schools Division of Early Childhood Education is to introduce children to a learning process as early as possible, enabling the child to succeed in life experiences.

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* **Early Childhood** is defined as programs for young children through age eight.

GOALS OF THE PRESCHOOL PROGRAMS

The Pittsburgh Public Schools Preschool Programs strive to provide young children with the following:

(1) activities which will enable the child to succeed in life experiences

(2) an environment which focuses on educating the total child in a multi-cultural, multi-racial world and supports interaction

(3) activities which foster a child's positive self-concept

(4) opportunities for the child to develop skill in working with other children and adults in a cooperative manner

(5) a mechanism for children to make choices and decisions regarding their involvement in life experiences

(6) opportunities which develop the child's creativity, inquiry skills, and ability to represent ideas and concepts

(7) experiences which develop the child's ability to express thoughts, needs, and feelings and communicate them to others

(8) learning activities which develop the child's skills, motor abilities, and knowledge of objects, health, and safety.

PRINCIPLES OF APPROPRIATE PRACTICE FOR YOUNG CHILDREN*

Recent professional literature provides much information about how young children think and learn. The National Association for the Education of Young Children (NAEYC) has written several research-based Guidelines for Appropriate Practice which serve as a framework for making decisions about programs for young children. These guidelines can be utilized to reflect local principles of practice. For example:

- Teachers of young children are aware of the needs, interests, and abilities as they relate to the "whole child."
- The activities planned for young children should provide for the child's active learning experience.
- The curriculum for young children includes all of the experiences and interactions which impact on the child. Therefore,
    - the routines, environment, resources, and activities are part of the curriculum for the young child.
    - the content of curriculum should be derived from the relevant and meaningful experiences of the child.
    - the curriculum should provide for exploration and manipulation of developmentally appropriate materials.
    - there should be sufficient opportunity for communication with adults and other children.
- The young child should be provided with opportunities to strengthen communication and reasoning skills through small group work on projects and other relevant content. Teachers should facilitate and encourage discussion among children and with other adults.
- Opportunities for positive peer group relationships and cooperative experiences are encouraged to develop the child's sense of competence.
- Programs are designed to plan for positive relationships between home and school and encourage and support parental participation and utilization of appropriate community resources.

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*Principles based upon the National Association for the Education of Young Children Position Statement: *Appropriate Education in the Primary Grades*, 1988.

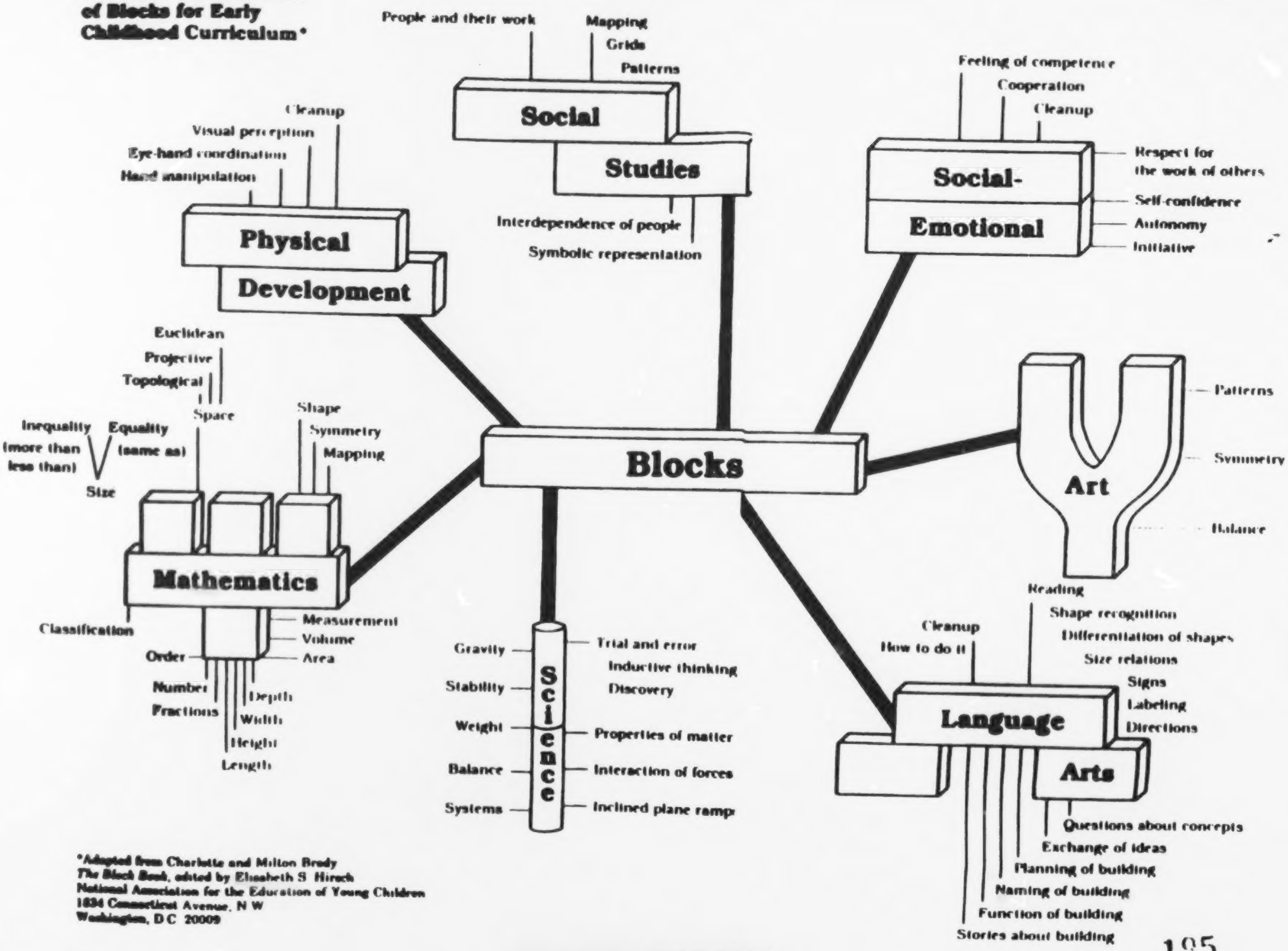
- The young child's developmental level, ability, and interests are assessed through a variety of means which include the use of check lists, parental interviews, observations, and appropriate standardized instruments.

- "The younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials is required."

- "Curriculum and teaching methods should be designed so that children acquire not only knowledge and skills, but also the disposition and inclination to use them."

An important first step in developing and implementing programs for young children is being clear about the principles upon which the programs will be based. It is important for the staff to prepare a philosophy statement and goals for the program. The philosophy and goal statements currently being used by the School District of Pittsburgh's Early Childhood Programs are offered as an example. The Learning Resource Units which have been developed in this project are reflective of these statements.

Potential Contributions of Blocks for Early Childhood Curriculum*



*Adapted from Charlotte and Milton Brady
The Block Book, edited by Elisabeth S. Hirsch
National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

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TWELVE GOALS OF QUALITY EDUCATION

1. COMMUNICATION SKILLS – Quality education should help every student acquire communication skills of understanding, speaking, reading, and writing.

2. MATHEMATICS – Quality education should help every student acquire skills in mathematics.

3. SELF-ESTEEM – Quality education should help every student develop self-understanding and a feeling of self-worth.

4. ANALYTICAL THINKING – Quality education should help every student develop analytical thinking skills.

5. UNDERSTANDING OTHERS – Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

6. CITIZENSHIP – Quality education should help every student learn the history of the nation, understand its systems of government and economics, and acquire the values and attitudes necessary for responsible citizenship.

7. ARTS AND THE HUMANITIES – Quality education should help every student acquire knowledge, understanding, and appreciation of arts and the humanities.

8. SCIENCE AND TECHNOLOGY – Quality education should help every student acquire knowledge, understanding, and appreciation of science and technology.

9. WORK – Quality education should help every student acquire the knowledge, skills, and attitudes necessary to become a self-supporting member of society.

10. FAMILY LIVING – Quality education should help every student acquire the knowledge, skills, and attitudes necessary for successful personal and family living.

11. HEALTH – Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

12. ENVIRONMENT – Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

CAREER EDUCATION

The Pittsburgh Public Schools are committed to a Career Education Curriculum with two distinct components. The first, Career Concepts, refers to the identification of connections between subject content and applications in the workplace. The second, Career/Life Skill Competencies, refers to behavior-related skills identified by employers as the "employability" skills which they value most. The goal is to make these concepts and competencies explicit, for all students at all levels in all courses, so that learning that goes on in school may be recognized as relevant to the demands of the "real world" that students will encounter upon graduation.

The youth Career/Life Skill Competencies identified for this curriculum fall into three major categories: Positive Attitude and Behavior; Communication Skills; and Productivity. Subcategories are as follows:

Positive Attitude and Behavior

1. Attendance/Punctuality
2. Personal Health/Hygiene/Grooming/Dress
3. Flexibility/Adaptability
4. Willingness to volunteer (accepting responsibility)
5. Concern for quality of work
6. Understanding cultural similarity and diversity
7. Concern for community's quality of life

Communication Skills

1. Listening
2. Speaking
3. Reading
4. Writing
5. Nonverbal (body language)

Productivity

1. Setting priorities
2. Task completion
3. Creative thinking/Problem solving
4. Positive response to supervision
5. Self-direction
6. Teamwork
7. Cooperation
8. Time management